DOCUMENT RESUME

ED 433 089 PS 027 644

TITLE	International High/Scope Conference Proceedings (Ypsilanti, Michigan, May 4-7, 1999).
INSTITUTION	High/Scope Educational Research Foundation, Ypsilanti, MI.
PUB DATE	1999-00-00
NOTE	243p.; For 1998 proceedings, see PS 027 643.
AVAILABLE FROM	High/Scope Press, 600 North River Street, Ypsilanti, MI 48198-2898; Tel: 734-485-2000; Fax: 734-485-0704; Web site: http://www.highscope.org
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Active Learning; Adolescents; Art Education; Books; Brain; Caregiver Speech; Childrens Literature; Classroom Environment; Conflict Resolution; *Curriculum Development; Dramatics; Elementary Secondary Education; Emergent Literacy; Family Day Care; Foreign Countries; Interests; Interprofessional Relationship; Music Activities; Outdoor Education; Parent School Relationship; Play; Preschool Education; Problem Solving; *Professional Development; Program Evaluation; Proposal Writing; Secondary Education; Social Studies; Standards; Story Telling; *Student Centered Curriculum; Student Evaluation; Teacher Student Relationship
IDENTIFIERS	Brain Development; Daily Routines; High Scope Child Observation Record; *High Scope Model; Phonemic Awareness; Project Head Start

ABSTRACT

These conference proceedings provide summaries of 61 presentations on various aspects of the High/Scope educational approach. In addition to summaries of special presentations on music and movement and on preschool "basics," topics addressed include: (1) High/Scope in the secondary setting; (2) classroom environment; (3) outdoor learning; (4) dramatics and arts activities; (5) problem solving and play; (6) storytelling using music or using Persona Dolls; (7) adult-child relationship; (8) phonemic awareness; (9) plan-do-review; (10) transdisciplinary teaming; (11) language with infants and toddlers; (12) proposal writing; (13) professional development; (14) children's interests; (15) brain research; (16) upper grade social studies and mathematics; (17) standards; (18) staff-parent interactions; (19) literacy activities; (20) various discussions of the Child Observation Record; (21) schedules and routines for infants/toddlers; (22) conflict resolution; (23) fine motor activities; (24) verbal comprehension; (25) observation of students; (26) program evaluation; (27) family daycare; (28) mathematics activities; and (29) children's books. The proceedings also present High/Scope "Key Experiences" and "Wheels of Learning" for infant/toddler, preschool, and elementary levels. (KB)

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MAY 4–7, YPSILANTI, MICHIGAN

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Preface

Welcome to the thirteenth annual International High/Scope Conference. For the curious, here is a brief note on the history of the conference name. When High/Scope began holding annual conferences in the 1970s, we called it the "May Conference" because it always took place just before the Memorial Day weekend. Since our small staff was responsible for all the sessions, we were glad to have the long weekend to recuperate! Later we named it "Registry Conference" to call attention to the growing ranks of certified trainers, teachers, and programs in our professional organization. We also added the word "International" to recognize the establishment of High/Scope Institutes and the increasing number of conference participants from abroad. This year, we settled on the inclusive "International High/Scope Conference." This simplified title is equally meaningful to High/Scope novices and veterans. And it is broad enough to cover the wide range of curriculum, training, research, and public policy issues we offer each year. So, whether you are a returning guest or new participant, a national or international visitor, a trainer or teacher, an administrator or evaluator, or just a friend and advocate for children, families, and educators — welcome to a conference that we've planned to match your interests and challenge your energies.

For those of you attending the conference for the first time, we hope you came prepared for some hands-on, out-of-your-seat, talk-to-your-neighbor, **active learning**! Our presenters are eager to share with you the excitement of the High/Scope educational approach and training model. We trust you will find in High/Scope an educational philosophy that is compatible with yours. By the end of the conference, you should have a much better idea of how to translate the words "developmentally appropriate practice" into action.

For those already familiar with the High/Scope approach, we would like to call your attention to several sessions that highlight our latest curriculum development efforts. With the enthusiastic support of the High/Scope Board of Directors, the Foundation has revitalized its focus on the role of **the arts** in education. The arts are intrinsically rewarding, providing a means of expressing ideas and emotions and representing experiences. They are also extrinsically valuable, promoting other skills such as perception, fine motor coordination, cognition, critical thinking, cooperation, and communication. Please join us for the pre-conference, post-conference, and regular conference sessions devoted to movement and music, the visual arts, and the dramatic arts. Remember, these sessions are not designed exclusively for "artists" and "experts" but will appeal to all practitioners who want to incorporate the arts into their training and teaching activities.

High/Scope is also continuing its timely work in the area of **conflict resolution**. The latest workshop incorporates our exciting new videotape on supporting young children in resolving conflicts. As media reports sensationalize the problem of violence in our schools, High/Scope offers effective strategies for teaching young children how to resolve conflicts without resorting to hurtful words and harmful actions. These techniques can work in any program!

Another expanding curriculum area is **infants and toddlers**. Early Head Start and welfare reform have heightened interest in our youngest children. But as public monies are funneled into early care and education, there is concern that quantity will overshadow quality. Sessions on the High/Scope approach to working with infants and toddlers in group settings emphasize the elements of quality that create supportive environments for children and caregivers alike. You can preview *Tender Care and Early Learning*, our upcoming infant and toddler curriculum book.

School reform initiatives are focusing attention on program quality in the **elementary years**. The K-6 conference track, including a pre-conference site visit to a local elementary school using the High/Scope approach, is a chance to learn how High/Scope provides educational continuity and active learning beyond the preschool years.

Right around conference time every year, High/Scope's **Adolescent** Department is training staff for our summer program for teenagers, the **Institute for IDEAS**. However, this year, we will be able to offer a conference session on the High/Scope approach to working with adolescents. This is in addition to the two-day preconference workshop on *Engaging Adolescents: Strategies for Youth-Centered Learning*. We plan to add more sessions for those who work with teenagers at future conferences.

Finally, remember that good program implementation depends not only on a coherent curriculum and training approach but also on sound **assessment** strategies. We are pleased to announce the publication of the new *High/Scope Preschool Program Quality Assessment* (PQA) and urge you to learn how you can use it in your program. This year's conference is also an opportunity to preview the upcoming *Infant and Toddler Child Observation Record* (IT-COR) which provides practitioners with an authentic tool for observing and documenting children's earliest development. We appreciate your input as we put the finishing touches on this instrument.

Everyone is invited to visit the **High/Scope Press** area. Stock up on curriculum and training materials, research reports, and other resources to help you implement and evaluate your program. The Press will feature our most basic and essential publications as well our latest books, videotapes, audiotapes, and posters. When you return home, remember to visit our Web site at **www.highscope.org** for current information on training dates, curriculum topics, research findings, assessment tools, and software recommendations. If you didn't purchase everything you wanted at the conference, use the Web to order publications directly from the High/Scope Press. And, if you missed some conference sessions (because you couldn't be two places at once or just want more), don't forget to check out the **1999–2000 High/Scope Training Catalog**.

It's a shame that the term **network** has become a cliché because one of the best parts of this annual gathering is interacting with the wide world of High/Scope advocates and practitioners. So, whatever you call it, please spend time talking with old and new friends. We all share a common language for talking about human development and a common mission to improve the lives of children and their families. We hope you leave the conference happily exhausted and recommitted to our common goal of high quality programs for everyone.

Ann S. Epstein, Director
Curriculum Development and Training
Preschool Department

Anne Hudon
Conference and Registry Manager
Educational Services Division

Ypsilanti, Michigan 20 April 1999

Contents

Arranged alphabetically by lead presenter.
Preschool "Basics" Sessions and Movement & Music Sessions are listed at the end.

Following this Table of Contents are copies of the High/Scope Key Experiences and Wheels of Learning.

Aaron Ahlstrom and Maria Eugenia Serrano
An Example of High/Scope in the Secondary Setting:
Active and Youth–Centered Learning for Adolescents 1

The five elements of the High/Scope educational approach for adolescents include: choice, active learning, plan-do-review, cooperative learning, and opportunities for leadership. In this session you will be engaged in active examples of how the High/Scope approach to working with adolescents is applied in a middle school program in Puebla, Mexico. Learn about our qualitative assessment approach in the setting and how we track achievement. Come share experiences with others, and leave with practical ideas for planing your own workshops at the secondary level.

Cathy Albro
Creating a Positive Climate in the Classroom 2

We know that emotional health sets the stage for optimal learning. There are many strategies of support for teachers to use to foster emotional health. Participants will discuss current strategies they use and learn new ones that build positive and responsible social/emotional foundation in the classroom.

Ursula Ansbach
Outdoor Learning Environment: Beyond the Blue Horizon 3

Outdoor Learning includes a multitude of environments beyond the playground which can be discovered and created. Having done this, how do we bring them back home? How do we make the world our garden?

Ursula Ansbach
Play Productions 4

Through engaging in performance activities we will learn how to apply theatre arts to our work with children. We will discover that we can target any area of curriculum. We will see how dramatic play promotes independence, problem solving, reading and writing skills, numbers, social interactions and generally engage all the Key Experiences. Participants should expect to be actively involved in theatre games, creating scripts, directing and performing original projects.

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Ursula Ansbach

Problem Solving: It's Child's Play! 5

Through theater games and role play we will apply the Problem Solving Steps to an actual situation from our own setting. Bring a problem with you. We'll solve it together.

Julie Austin

Musical Storytelling 7

In this workshop we will use the story can (also known as "coffee can theatre") to tell familiar stores as well as made up stories. We will also explore how to compose simple songs that give children opportunities to participate in the story as it is being told. Participants may bring a tape recorder to record any of the songs we compose that day.

Joan Brink

Adults and Children 8

Participants will examine and discover ways to support children. Through discussions of developmentally appropriate practice and the 4 C's, they will actively apply this information together, including play and it's values.

Patricia Brokman

Who's in Control? 10

Creating supportive social climates determines the quality of learning. Discover how to share control by focusing on strengths and making a commitment to solving problems through children's play.

Catherine Calamari and Karen Molinario

Language & Literacy/Phonemic Awareness ..."What's the Connection?" 13

Phonemic Awareness is the awareness of the sounds (Phonemes) that make up spoken words. This refers to hearing & decoding spoken sounds rather than the more familiar written representations of sounds learned in phonics. At the Preschool level, children engage in activities that encourage their attention to and awareness of sounds in words; such as, rhyming and alliterations. Join us to discover how adults support the development of phonemic awareness through the use of Language and Literacy Key Experiences.

Elizabeth B. Carlton—See Movement and Music Series Following this Section

Kathleen Carothers

Plan-Do-Review in the Elementary Grades 20

The plan-do-review is often the last High/Scope component to be implemented in the elementary classroom. Come discuss the rationale for the plan-do-review sequence and why it warrants at least 45 minutes in the daily routine. Add to the list of plan/recall strategies for the elementary classroom.

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Kathleen Carothers

Common Threads 21

Have you ever asked yourself, "I direct a campus that houses programs for birth through third grade. How can I make High/Scope training work for my small staff?" I DID! As the principal of a multi–aged, small faculty campus, I've discovered there are common threads between the High/Scope Infant and Toddler, Preschool, and K–3 Curriculums. During this workshop you will be given a hands–on method for discovering these similarities, learn to use these similarities to explain what High/Scope means for parents, and how you can give your staff training using the common threads. It's working for our campus.

Denise R. Chichester

Utilizing the Transdiciplinary Team Approach to Daily Plan for Children With Special Needs 32

This workshop will demonstrate a way to daily plan for children with special needs that involves the team approach to meet the needs of all children. The ECSE teacher, para-professional, physical therapist, occupational therapist, speech therapist, vision and hearing consultants are just a few people that make a classroom. Together they work as a team to brainstorm adaptions during daily planning to assist in participation and success for all children.

Jill Claridge and Cathy McFerrin

Introducing Great Artists to Our Own Great Artists 34

This presentation will be based on the book *Discovering Great Artists.* The strategies and exciting techniques of the Great Artists, Picasso & Mondrian, etc. will be simplified for use in the preschool and elementary classroom. The activities will be "hands on" experiences.

Joanne Dalton

Watch Your Language! (With Infants and Toddlers) 36

A most important aspect in forming relationships with infants and toddlers is the language we use with them. Their behaviors call for responses different than what we might use with preschoolers. Come fine tune effective interactive strategies to implement in your work with the very young learner.

Ann S. Epstein

Money: How to Write a Good Proposal 37

This session will explore what characterizes a good written proposal to obtain program funding. Working in small groups, participants will review a set of sample proposals to determine which ones a funding agency is likely to support. The entire group will then discuss the strengths and weaknesses of the sample proposals to identify those characteristics they want to incorporate into their grant writing. At the end of the workshop, participants will have an outline for a generic proposal which they can adapt in writing their own grant requests.

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Betsy Evans and Jose Velilla

Supporting the Problem Solving Approach: Revised Trainers Agenda and Strategies 40

This three hour session will explore in detail the new, revised, agenda for the standardized two day on the Problem-Solving Approach to Conflict. Discussions will cover the content areas that most often require emphasis and clarifications for participants as well as participants' reactions and concerns. The session will include background information and uses for the new video, "Supporting Children in Resolving Conflicts" and will consider responses to frequently asked questions and concerns about the video. Particular emphasis will be placed on strategies used for responding to challenges and resistance to conflict mediation strategies. Trainers are strongly encouraged to attend the Preconference Two Day on the Problem-Solving Approach to Conflict as well as this entire 3 hour session.

Marian "Katie" Gerecke

Children's Interests: Where Do They Come From, Where Do They Go? 41

This workshop will help participants answer the following questions: How do children become interested in something? Are their interests fleeting or long term? How can we use children's interests to enhance the learning of the group? How far should we go with their interests? How do we make a plan from children's interests? Participants will recognize children's interests as they occur. They will gain glues for following through on children's interest in the short term and long term. Participants will learn how to integrate children's interests into their plans for their group.

Sherry Gill and Linda Webb

How Brain Research Validates the High/Scope Approach 42

Active learning, environment, adult-child interaction, daily routine, and assessment—the components of the High/Scope Approach are also important factors in the latest brain research. This session will give participants the basic information on brain development and learning and how this information correlates to the components of the High/Scope Wheel. As educators this information validates the importance of the High/Scope Approach.

Linda Gonzales

Mapping is more than Flour, Salt and Water – Ideas for Upper Grade Social Studies 44

Active learning takes many forms in the upper grades. What does it look like when Social Studies is the content area? Explore activities that can be adapted to many grade levels and social studies themes.

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Linda Gonzales
What are the Odds? Exploring Probability and Statistics in the Upper Grades 45
Much attention is given to the Number Sense and Operation strand of math but quite often the area of Probability and Statistics is overlooked. This workshop will provide participants the opportunity to explore this strand of mathematics and experience workshops adaptable to 4th through 8th grades. The focus will be to integrate multiple strands of mathematics including mathematical problem solving and communication.

Linda Gonzales
Implementing Standards Using the High/Scope Model 49
With the implementation of Standard–based curriculum, what is the role of High/Scope? What about the Key Experiences? This workshop will explore the cycle of learning in use in a Standards–based program and how High/Scope can enhance the instruction.

Michelle Graves, Sue Gainsley, and Rosie Lucier
Staff–Parent Interactions: A Partnership Approach 52
What do staff really hear when parents wonder if High/Scope is preparing their children for future success? How do they react to the questions and comments about our curriculum approach to active learning and planning with children's interests in mind? In this session we will examine ways for staff and parents to engage in a partnership approach that provides opportunities for listening and learning from each other. Our particular focus will be on parent meeting times and individual parent–staff conferences.

Michelle Graves
The Spirit of Playfulness 64
Establishing a supportive environment for young learners involves recognizing the educational impact and importance of childhood play experiences. In this session we will look at ways adults can trusts, share, and support children in their individual interests and intentions.

Debbie Handler
Storytelling with Persona Dolls 66
Come discover Persona Dolls and their uses for storytelling. The stories are based on real life issues that are important to children.

Brenda L. Hanthorn
Literacy in Play 68
This session examines the uses of assessment to guide interaction and instruction. Through the use of the assessment tool "Literacy in Play", we will examine ways to model, prompt and assess literacy development of preschool children. This information will be used to guide planning.

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Julie Hoelscher — See Preschool "Basics" Sessions below

Charles Hohmann
COR-PC and COR-Mac: The Computerized Versions of the High/Scope Child Observation Record 76
COR on the computer. A hands-on introduction to the computerized COR assessment software. An overview of entering and scoring child observations on the computer. We'll also look at profiles, parent reports and class summaries generated by the computer. We'll introduce the new COR for Windows and also use COR for Macintosh.

Charles Hohmann
COR–PC and COR–Mac: The Computerized Versions of the High/Scope Child Observation Record Advanced Tips and Troubleshooting 79
COR on the computer. Advanced tips and troubleshooting. For the experienced COR-on-computer user. Come with your How can I do this? and other COR for computer questions. Includes COR for Windows, COR for Macintosh, and COR-PC software.

Mary Hohmann
Schedules and Routines for Infants and Toddlers: Organizing the Day for Active Learning 80
What do sensory-motor children do? How can we support and accommodate their explorations and initiatives during eating, bodily care, napping, greetings and reunions, choice time, outside time, and group time? This session will look at the infant and toddler day as an ongoing opportunity for active learning.

Mary Hohmann and Polly Neill
An Update on the Infant and Toddler COR 81
In this session we will look at the field-test version of the infant and toddler COR and what we have learned so far from our field-test crew about infant and toddler observation and anecdote collection. We will also look at new directions for the contents of "The BOX" to streamline scoring the COR and sharing child development information with parents.

Mary Hohmann
When We Disagree: Resolving Conflicts with Adults 83
n this session we will consider conflicts staff are apt to encounter with team members and parents, and how to modify and use the problem-solving steps to work together toward a resolution.

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Mary Hohmann
Working in Teams to Support Parents and Children in Infant and Toddler Settings 84

It takes a lot of work and team work to ease children and families into the group care setting. In this session, we will recall our own transitions and examine ways create welcoming environments for children and parents. We will look at the enrollment process and underlying ideas that can help to make it work as smoothly as possible.

Diana Jo Johnston
Ladies and Gentlemen: Start Your Fine Motors 86

This workshops will introduce a variety of activities for elementary classrooms that help develop and strengthen fine motor control. These activities allow students to be actively involved. Rather than have students practice writing on lined newsprint for 15 minutes, try one of these activities.

Diana Jo Johnston
Comprehension Strategies: Grades K – 8 92

Participants will be introduced to a variety of student workshop activities that focus on comprehension and the use of graphic organizers to aid students as they record key word, phrases, and sentences for use in writing summaries, reports, etc. They will see how these strategies can be used for whole class, small group, or individual instruction.

Diana Jo Johnston and Cathy Albro
Planning Content Workshops: Grades K – 8 97

How can anecdotal notes be used to plan content workshops? How are students' interests met? What can be observed when students are at work and play?

In this session we will explore ways to incorporate our observations into plans for content workshops. Participants will review a variety of workshops developed around student interests and anecdotes. The will examine a wide range of professional resources and have an opportunity to plan and prepare workshops for their students.

Shannon Lockhart and Carol Markley
The Relationship of the High/Scope PQA to the Head Start Performance Standards 101

The High/Scope Program Quality Assessment (PQA) is an effective tool for rating the quality of center-based Head Start programs and identifying staff-training needs for Head Start staff. In this session, participants will get an overview of the PQA items and how they relate to the Head Start Performance Standards by actively scoring PQA items, and writing objective evidence/anecdotes from observing classroom footage as support for a score. This session will end with group discussions of the uses of the PQA for Head Start programs.

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Shannon Lockhart and Jill Claxton

An Observational Look at Early Childhood Settings in Hong Kong, Nigeria, Finland, and the United States 102

This workshop will introduce participants to a new observational system for documenting exactly what children do and what adults are actually doing with children in various early childhood settings across 15 countries. This type of direct observation was developed by early childhood researchers for the IEA Preprimary Project, an international study coordinated by High/Scope. The session will then focus on national observation findings from Hong Kong, Nigeria, Finland, and the United States. Segments from each country's national videotape will confirm what is actually occurring in their early childhood settings.

Carol Markley and Shannon Lockhart

A Taste of the PQA 104

The High/Scope Program Quality Assessment (PQA) is a rating instrument for evaluating the quality of early childhood programs and identifying staff-training needs. In this session, attendees will actively participate in learning how to accurately score the PQA items, write objective evidence/anecdotes from observing classroom footage as support for a score, and become familiar with the interview styles of the PQA. This session will end with group discussions of the uses of the PQA in their early childhood programs.

Beth Marshall

Unlocking the Key Experiences: Helping Staff Really Understand and Use Them 105

Key experiences are central to fully implementing the High/Scope approach, yet many staff members have only a surface knowledge of them. This session for trainers will identify levels of staff understanding and suggest ways to help staff move beyond an introduction and really understand and use them in their classrooms.

Beth Marshall

So You Want to Be A High/Scope Certified Trainer 109

What is involved in becoming a High/Scope certified trainer? What are the TCP and TOT projects? If these questions have entered your mind, come and ask the experts, the recent graduates of several TCP and TOT projects. Join us as we discuss both the training project and life back in the "real" world.

Beth Marshall and Debbie Handler

A Celebration of Synapses: What Brain Research Tells Us about Learning 110

Attention all neurosurgeons, you need not attend this session!! This workshop is for the rest of us! Find out what brain cells, Silly String, and early childhood curriculum issues have in common. Create a living model of the brain, learn some brain basics and explore the implications of recent brain research for supporting young children. Put away your scalpels and calipers and come prepared to be actively involved as, together, we stimulate our own neurons.

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Beth Marshall

An Invitation to High/Scope Trainer Re-Certification 111

A session to discuss the revised categories and standards for High/Scope Trainer Recertification. Each participant will receive a recertification packet. As we discuss each item, helpful tips will be suggested. Come and find out the new certification categories and the benefits of keeping your certification current.

Beth Marshall

An Interlude for Painting: Art Studio Session 112

It's the end of the conference, are you bursting with ideas, but feeling a bit overwhelmed and drained? Come and rejuvenate yourself by exploring paint during this art studio session. If you haven't attended High/Scope's 2-day Supporting Young Artists workshop, this is a great opportunity to discover or rediscover the artist in yourself. No art background or experience is necessary... just a willingness to relax, explore, and paint!

Ann McNaull and Maureen Dunwoody

There's No Place Like Home 114

Learn how a High/Scope learning environment can be implemented by childminders in their own homes. Become aware of the professional job that childminders do.

Karen Molinario

Math Around The Clock! 117

Jean Piaget observed that children do not simply learn about mathematical concepts by hearing about them, seeing them on paper, or seeing demonstrations. Rather, children construct an understanding of new mathematical concepts through their own active experiences. With this thought in mind, we will look at ways to support mathematical thinking not only at scheduled times of the day, but also in a great variety of contests throughout the day.

Pat Mueller and Deb Raider

Working With Parents and Children Together 118

As the administrators of 14 parent/child interaction groups, we have learned strategies for engaging parents, children and families in positive group experiences.

Cheri Reed — See Preschool "Basics" Sessions below

Larry Schweinhart

Evaluating Your Early Childhood Program 121

Evaluation of a program's quality and effectiveness is critical to operating a good program and communicating its value to others. In this session, we will lay out practical designs for conducting such an evaluation.

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Sandy Slack
State Department of Education Standards of Learning and the High/Scope Approach 122
If your state is developing "Standards of Learning" for all children, come find out how to create activities that lead teachers through the process of identifying High/Scope Preschool Key Experiences and classroom activities that lay the foundation for any state's standards for kindergarten.

Betty Stanley
Increasing Encouragement While Decreasing Praise 123
Researchers and child development specialists report that extrinsic motivators, praise and reward, have negative implications. This workshop will examine results of praise and strategies for its alternatives, specific ways to encourage children. Come learn about becoming an encourager!

Mark Tompkins — See Preschool "Basics" Sessions below

Annette Towner
Active Learning...At Nap Time? 126
Early childhood caregivers and teachers try to implement the ingredients of active learning throughout the daily routine. But what about at nap time? Can we really give children choices? How can there be language from children? This session will explore strategies for using all the ingredients of active learning during this often challenging part of the day.

Eli Trimis
Extending the Use of Paper in the Preschool Classroom: Recycling Scrap Paper Through Art 127
Any little piece of scrap paper can be recycled through art in order to express ideas and feelings while it can become a stimulation for concept development. This session will explore developmental art programs with scrap paper in preschool settings.

Joyce Vermeer
Child Symbols—Serious or Silly? 128
Having personal symbols in your early childhood setting can lead to a host of activities that allow adults to observe children using the key experiences throughout the daily routine. Whether it's simple cut–outs or computer graphics, this type of identification gives a sense of mastery and control to even the youngest of children.

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Rosemary Waldron

Observation/Feedback — Another Look From a Trainer's Perspective 130

The High/Scope Observation/Feedback process is a powerful tool that trainers can use to support the professional development of classroom teachers. This session will provide an overview of High/Scope's updated Observation/Feedback guidelines. It will also provide trainers with an opportunity to explore "Trainer Issues" related to the use of this tool.

Eaon Waymen–Palmer

Workshops, Groupings, Strategies for K–3 Reading Instruction 135

This presentation is designed to offer all participants sample literature workshops that they can take home. The workshops have been tested with children and noted as successful. The other focus of this presentation is to give participants ideas on specific instructional groupings, strategies to assist methods of teaching reading while building on independent behaviors for meaningful, relevant activities in workshops.

Linda Webb and Sherry Gill

Boosting Literacy in the High/Scope Classroom 136

Participants will be able to identify strategies to make literacy active, view examples of appropriate literacy activities, and discover methods for making literacy materials.

Karen Weber — See Preschool "Basics" Sessions below

David P. Weikart

Implications of Planning for Child Learning 139

Personal intention or planning is key to learning. Without the child's commitment to planning, basic concepts are overlooked in active learning opportunities. In this session, we will explore these issues, look at some video examples, and discuss the implications for High/Scope practice.

David P. Weikart

Children's Books from High/Scope 140

High/Scope has published a series of children's books. Each of these books gives a dynamic account of children working through real events in their lives. This session will examine the books and explore what makes for good developmental experiences in children's reading goals in the preschool classroom and at home.

Phyllis S. Weikart — See Movement and Music Series below

Julie Wigton — See Preschool "Basics" Sessions below

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Cindy Williams

Weaving the High/Scope Approach with District Objectives 141

It can be done! In this session we will look at some practical ways to incorporate district requirements with the principles of High/Scope. By weaving the active learning approach with various strands of the curriculum, we have the opportunity to create a different tapestry in classrooms.

Diane Williams

The High/Scope Approach for Infants and Toddlers: Active Learning First 142

Participants will be able to relate the ingredients of active learning to infant/toddler programs. We will discuss the necessary components of daily routines and schedules for infant/toddler programs and identify principles for arranging and equipping an active learning environment for infant/toddler programs.

Diane Williams

The High/Scope Approach for Infants and Toddlers: Adult/Child Interaction 151

Participants will be able to identify the rationale for forming attachments and bonding with young children and identify qualities of adult support.

Diane Williams

The High/Scope Approach for Infants and Toddlers: Key Experiences 158

Participants will be able to identify Infant/Toddler Key Experiences. You will be able to give the rationale for observing infants/toddlers and writing anecdotal observations and identify the format for writing and recording anecdotes. We will discuss the use of anecdotal notes in team planning, and assessing development.

Jill Witherell

Art and the Developing Child 162

In this session, we'll address the question, "Is Art Important?" In addition, we'll discuss the developmental stages children go through as they experience art and some ways that we can support them.

Preschool "Basics" Sessions 165

Mark Tompkins

Why High/Scope? 167

Active learning is the cornerstone of the High/Scope educational approach, but what do we mean by "active learning"? Come to this session to find out what the High/Scope educational approach is all about.

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Julie Hoelscher

Planning Time — Tell Me About Your Plan 169

This workshop explores the development of planning in the High/Scope Plan-Do-Review process for preschool children. Strategies for planning time will be developed by participants based on children's interests. Visibility games, group games, props and partnerships, and representations will be shared.

Julie Wigton

Recall Time 172

Are you new to High/Scope? Have you heard about recall time and want to know more? What is recall time? Why is it important? What do children do at recall time? What do adults do at recall time? Come to this session and discover the what's, how's, and why's of recalling with children.

Cheri Reed

Small-Group Time Ideas — Goo! More Goo! And Still More Goo!!! 174

What is small-group time? Why is it important? What do children do at small-group time? How do adults support children at small-group time? Want to learn about small-group time, have fun doing it and take great ideas back to your classroom? If so, this hands-on workshop is for you!

Cheri Reed

Preschool Indoor Learning Environment 177

The learning environment of your classroom impacts the children in your care. This session will look at one aspect of the Learning Environment, labeling and storing materials.

Julie Wigton

Adult-Child Interaction 181

Taking cues from children as they play, converse, and solve problems — this session is an exploration of the partnership that underlies adult-child interactions in active learning settings throughout the day.

Karen Weber

Preschool Key Experiences Tour 185

Set sail on a tour through the High/Scope key experiences! Explore the ten areas which make the High/Scope Educational Approach so exciting for kids and teachers alike. Find out why they are important and learn ways to integrate them into your program. Bring your questions and ideas to share. This in-depth look into the key experiences will have you seriating, moving, classifying, and creatively representing with the best!

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Movement and Music Sessions 187

Phyllis S. Weikart and Elizabeth B. Carlton

Session 1 — *Movement and Music in the Classroom — How Do I Make it Work?* 189

Children move all the time in the classroom, and often make sounds and sing spontaneously. Adults can support children more effectively by using a consistent process that adds movement and music to active learning. Helping children develop purposeful movement and music abilities enhances their overall learning. Come and participate in delightful activities that help children ages 3-7.

Phyllis S. Weikart and Elizabeth B. Carlton

Session 2 — *Movement Activities For Large-Group Time* 193

Children's movement responses can bring concrete understanding to tasks and words that otherwise are abstract to them. Large group time provides the ideal opportunity to engage children in making decisions about movement games, early childhood fitness games, action songs, and many creative activities that require their initiative. Come move and learn to extend children's motor skill through the movement key experiences.

Phyllis S. Weikart and Elizabeth B. Carlton

Session 3 — *Steady Beat: What Is It and Why do Children Need It?* 196

What is the difference between steady beat and rhythm? Why should adults include daily steady beat activities for the children and avoid moving to words and syllables of words? What advantages do "timed" children have that can be observed? High/Scope research now provides evidence that young children who have steady beat abilities can attend better. They perform better in academics, music, and sports. They are better able to exhibit internal control. Come and participate in movement-based active learning experiences that focus on steady beat.

Christine A. Boisvert–Ashley

Session 4 — *Music Activities for Large-Group Time* 199

Singing and moving together during large group time brings learning, remembering, creating, and knowing. Music, in all its many forms, has concepts adults can easily use to support the child's musical foundation. Come and learn to extend children's musical abilities through the music key experiences.

Elizabeth B. Carlton and Phyllis S. Weikart

Session 5 — *Guide Me to the Rhythmically Moving Guides: Activities and Concepts for the Classroom* 204

Come and participate in activities for some of your favorite *Rhythmically Moving 1-4* selections! The four "Guides to the *Rhythmically Moving* 1, 2, 3, 4" can help you maximize your use of each of the 58 musical selections. Increase your basic understanding of the particular selection's "vital statistics" and work with activities you can do to each selection.

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Phyllis S. Weikart and Elizabeth B. Carlton

Session 6 — *Singing in the Classroom: How Many Ways* 205

Young children learn to sing just as they learn to speak and move — through imitation, exploration, repetition, and initiation. Adults can provide these opportunities for children even though they haven't had formal music training. In this session experience the many ways to support singing in the classroom.

Phyllis S. Weikart and Elizabeth B. Carlton

Session 7 — *A Personal Development Lab for You: Steady Beat and Singing* 209

Steady beat and singing are fundamental abilities that adults should possess when working with young children or when training adults. With the addition of the movement and music key experiences into the High/Scope curriculum, you will find this steady beat and singing lab most helpful in strengthening your personal skills. This lab is designed for all levels of ability.

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High/Scope Infant and Toddler Key Experiences

Social Relations
- Bonding: building significant relationships with primary caregivers
- Building relationships with peers and other adults
- Expressing emotions toward others
- Responding to the needs of others

Sense of Self
- Distinguishing "me" from other people and things (for example, recognizing one's own image in a mirror)
- Asserting oneself: making and expressing choices, preferences, and decisions
- Solving problems encountered in exploration and play

Communication and Language
- Listening and responding to sounds, voices, words, sensations, and facial expressions
- Communicating with motions, gestures, facial expressions, sounds, and words
- Participating in the give-and-take of nonverbal and verbal communication
- Using language to fulfill needs
- Enjoying speaking and being spoken to
- Listening to stories, rhymes, and songs, and exploring books and magazines

Movement
- Moving parts of one's body (reaching, grasping, pointing)
- Moving one's whole body (rolling, crawling, cruising, walking, running, balancing)
- Moving with objects
- Moving to music

Exploring Objects
- Exploring objects with one's mouth, hands, feet, eyes, and ears
- Searching for hidden objects and people: discovering object permanence
- Exploring and noticing how things are the same or different
- Exploring and noticing how things can be grouped together

Creative Representation
- Exploring building and art materials
- Imitating the actions of others
- Associating actions with objects
- Using one object to stand for another
- Responding to and identifying pictures

Early Number
- Experiencing "more" and "less"
- Arranging objects in one-to-one correspondence
- Using number words

Space
- Noticing the location of objects in the environment
- Exploring and noticing the relationships of objects to other objects
- Observing objects and people from different perspectives
- Filling and emptying
- Taking things apart and fitting them together

Time
- Anticipating familiar events
- Noticing the beginnings and endings of time intervals
- Experiencing "fast" and "slow"

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High/Scope Preschool Key Experiences

Creative Representation
- Recognizing objects by sight, sound, touch, taste, and smell
- Imitating actions and sounds
- Relating models, pictures, and photographs to real places and things
- Pretending and role playing
- Making models out of clay, blocks, and other materials
- Drawing and painting

Language and Literacy
- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: listening to stories and poems, making up stories and rhymes
- Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms
- Reading in various ways: reading storybooks, signs and symbols, one's own writing
- Dictating stories

Initiative and Social Relations
- Making and expressing choices, plans, and decisions
- Solving problems encountered in play
- Taking care of one's own needs
- Expressing feelings in words
- Participating in group routines
- Being sensitive to the feelings, interests, and needs of others
- Building relationships with children and adults
- Creating and experiencing collaborative play
- Dealing with social conflict

Movement
- Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)
- Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)
- Moving with objects
- Expressing creativity in movement
- Describing movement
- Acting upon movement directions
- Feeling and expressing steady beat
- Moving in sequences to a common beat

Music
- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

Classification
- Exploring and describing similarities, differences, and the attributes of things
- Distinguishing and describing shapes
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Distinguishing between "some" and "all"
- Describing characteristics something does not possess or what class it does not belong to

Seriation
- Comparing attributes (longer/shorter, bigger/smaller)
- Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)
- Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer)

Number
- Comparing the number of things in two sets to determine "more," "fewer," "same number"
- Arranging two sets of objects in one-to-one correspondence
- Counting objects

Space
- Filling and emptying
- Fitting things together and taking them apart
- Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
- Observing people, places, and things from different spatial viewpoints
- Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
- Interpreting spatial relations in drawings, pictures, and photographs

Time
- Starting and stopping an action on signal
- Experiencing and describing rates of movement
- Experiencing and comparing time intervals
- Anticipating, remembering, and describing sequences of events

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High/Scope Elementary Key Experiences

Key Experiences for Elementary Language & Literacy

Speaking & Listening

- Speaking their own language or dialect
- Asking and answering questions
- Stating facts and observations in their own words
- Using language to solve problems
- Participating in singing, storytelling, poetic and dramatic activities
- Making and using recordings
- Recalling thoughts and observations in a purposeful context
- Acquiring, strengthening, and extending speaking and listening skills:
  - Discussing to clarify observations or to better follow directions
  - Discussing to expand speaking and listening vocabulary
  - Discussing to strengthen critical thinking and problem-solving abilities

Writing

- Observing the connections between spoken and written language
- Writing in unconventional forms:
  - Scribbles
  - Drawings
  - Letters—random or patterned, possibly including elements of names copied from the environment
  - Invented spellings—of initial sounds, syllabic sounds, concluding sounds, and intermediate sounds
- Writing in conventional forms
- Expressing thoughts in writing
- Sharing writing in a purposeful context
- Using writing equipment (e.g., computers, typewriters)
- Writing in specific content areas
- Acquiring, strengthening, and extending writing skills:
  - Letter formation
  - Sentence and paragraph formation
  - Capitalization, punctuation, and grammatical sage
  - Spelling
  - Editing and proofreading for mechanics, content, and style
- Expanding the forms of composition:
  - Expressive mode
  - Transactional mode—expository, argumentative, descriptive
  - Poetic mode—narrative poetry
- Publishing selected compositions

Reading

- Experiencing varied genres of children's literature
- Reading own compositions
- Reading and listening to others read in a purposeful context
- Using audio and/or video recordings in reading experiences
- Reading in specific content areas
- Acquiring, strengthening, and extending specific reading skills:
  - Auditory discrimination
  - Letter recognition
  - Decoding—*phonetic analysis* (letter/sound associations, factors affecting sounds, syllabication); *structural analysis* (forms, prefixes, suffixes)
  - Vocabulary development
- Expanding comprehension and fluency skills:
  - Activating prior knowledge
  - Determining purpose, considering context, making predictions
  - Developing strategies for interpreting narrative and expository text
  - Reading varied genres of children's literature

Key Experiences for Elementary Mathematics

Collections of Objects

- Assembling collections; forming a collection into a "train" (adjacent objects related); building with collections of objects

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- Sorting objects into many small (possibly overlapping) groups (white buttons, big buttons, metal buttons), based on common attributes
- Comparing collections 1-to-1; determining "more," "less," "the same as"
- Sorting a collection, then re-sorting with new criteria
- Ordering members of a set (by smoothness, by shades of color); using "before," "between," "after"
- Identifying an "empty" sorting category
- Partitioning a set in various ways; observing the patterns of its subsets (visually and numerically)
- Sorting a collection into 2 categories, based on negation (red, not red); sorting into 2 or more mutually exclusive categories
- Grouping and counting objects by 2s, 5s, 10s
- Sorting or ordering objects according to 2 characteristics at the same time (big red, small red, big yellow, small yellow)
- Creating rectangular arrays of objects (24 objects put in 3 rows of 8)
- Creating and identifying sets that can be constructed by combining a number of equal subsets
- Distributing a set into a given number of equal subsets (equitably sharing 12 cookies among 3 children); distributing a set into subsets of a given size (forming pairs of socks from 10 identical socks)
- Identifying sets and their subsets in collections of objects (sorting 2-hole and 4-hole within the set of white buttons, within the set of red buttons, etc.)
- Determining what part a subset is of the whole set

Number and Numerical Operations

- Recognizing or counting small sets (up to 5)
- Using the words "one, two, three, ..." in consistent order when attempting to count beyond small sets
- Using one word for each item counted, when counting beyond small sets
- Using counting to determine cardinality of a set
- Using counting to verify equivalence or nonequivalence of sets
- Creating and extending simple numerical patterns (using 1 more than, 1 less than); identifying simple numerical patterns
- Comparing two numbers (5 is greater than 3); ordering three or more numbers (putting 9, 5, and 7 in order)
- Using 0 for the empty set
- Recognizing addend patterns for a given number; performing combination and separation to see patterns of addition/subtraction relationships (if 2 + 5 = 7, then 7 - 5 = 2)
- Using moves on the number line to correspond to skip counting, to patterns of related addition and subtraction (adding 5 to 3 to get 8, subtracting 5 from 8 to return to 3)
- Grouping and regrouping objects to correspond to the values of digits in multi-digit numbers; making exchanges between equivalent sets of coins
- Grouping and regrouping objects to correspond to addition and subtraction of multi-digit numbers
- Identifying patterns in arrays of numbers (100s chart, addition table, calendar)
- Connecting arrangement of a rectangular array of objects with multiplication (3 rows of 4 with 3 x 4)
- Grouping, regrouping objects to correspond to multiplication involving multi-digit numbers (3 x 24)
- Connecting arrangement of a rectangular array of objects with division, with or without remainders (21 yields how many rows of 3?)
- Seeing patterns of multiplication/division relationships (if 3 x 5 = 15, then 15 ÷ 5 = 3)
- Using a pair of numbers to represent a part-whole relationship (a fraction of a geometric shape or of an array)

Geometry and Space

- Constructing with 2-d, 3-d shapes; recognizing like shapes; naming simple shapes (circle, square, triangle, cube, cone)
- Identifying attributes of 2-d and 3-d objects (corners, faces, curves, edges); sorting by shape, size
- Determining shape equivalence by fitting objects together
- Identifying simple shapes within complex shapes (the circle in a cylinder, the rectangle in a table top)
- Identifying positions and spatial relations (next to, above, below, inside, outside)

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- Creating and extending simple linear patterns
- Ordering three or more objects by size (sequencing rods, squares, cubes); inserting additional objects into an ordered series
- Building complex shapes by putting simple shapes together
- Creating straight lines by folding, stretching string, sighting; creating 2-d figures involving straight lines; creating and identifying symmetry with respect to a line
- Creating 2-d patterns; using 2-d coordinates to locate objects
- Creating a circle using a string and center point; exploring shapes and symmetries created by folding a circle
- Creating 3-d shapes involving straight lines and curved lines by folding, cutting, modeling; using a plumb bob to determine vertical lines
- Wrapping string to determine perimeter, circumference; covering a surface with squares to determine area; filling a space with cubes to determine volume or capacity
- Creating right angles by folding; identifying right angles by comparison; comparing the size of two angles (bigger, smaller)

Measurement of Continuous Quantity

- Pouring, filling, and emptying with fluid, grains, and sand; using quantitative words (big, long, heavy, slow)
- Comparing lengths by side-by-side matching (of strides, heights, rods, strips)
- Comparing the appearance of a given quantity when poured into containers that are variously shaped (with like or unlike capacity)
- Filling containers by repeated pouring from a single smaller container; comparing capacities of two unlike containers by pouring from one to the other
- Comparing weights by balance ("more," "less," "the same")
- Comparing two lengths or two capacities by comparison with an intermediate object or container (matching each length with a piece of string)
- Comparing weights of objects by the extent they stretch a spring or elastic; ordering objects by weight
- Assigning a numerical value to the measure of a physical property (length, weight, capacity) by using multiple "unit" objects (counting "how many paper clips long" an object is)
- Marking off a strip, a container, an elastic band, in nonstandard units of length, capacity, weight (respectively); marking off such measuring instruments in standard units (inches, cupfuls, pounds)
- Measuring to the nearest unit (standard, nonstandard); using standard measuring tools
- Combining, separating objects (or quantities) and determining the results by measurement
- Recording and comparing temperatures using a linear-scale (bulb-type) thermometer
- Measuring to a fraction of a unit ½, 1/4, 1/10)
- Measuring linear dimensions and using them to compute perimeter, area, volume

Movement, Time, and Speed

- Moving along pathways involving straight and curved lines; identifying fast, slow
- Forming and moving in circles with others; moving in rotational, periodic ways (see-saw, merry-go-round, swings)
- Identifying faster, slower, before, after
- Moving to a steady beat; following and creating simple clap patterns; counting swings of a pendulum
- Identifying the order of days of the week, months of the year; ordering events
- Timing by counting swings of a pendulum; timing by use of a sand timer
- Reading a sand timer by using it with a strip graduated in units of length
- Using a circular clock face to determine time to the nearest ½ hr, 5 min
- Measuring distances by counting turns of a wheel (trundle wheel, bike wheel); using rotational scales (thermometer, kitchen timer, weight-scale, speedometer)
- Telling time in hours and minutes (3:25)

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- Using words, pictures, and models to represent experiences with collecting, sorting, counting, constructing, pouring, and moving
- Drawing and tracing shapes
- Recognizing and writing numerals and counting words
- Making pictures and diagrams showing 1-to-1 correspondence (pairing, connecting, tallying)
- Making object graphs
- Making picture graphs
- Using comparative terms applied to number, attributes, positions, quantity, speed
- Creating number lines; locating 0 on the number line
- Using "first, second, third, ...," to describe position
- Creating time lines
- Talking about, picturing, and writing about addition and subtraction events; writing number sentences using +, -, and =
- Making block graphs
- Estimating a numerical measure prior to actual measurement
- Drawing diagrams showing successive moves along a number line (models of skip counting, addition, subtraction)
- Writing multi-digit numbers; renaming multi-digit numbers (writing "5 tens, 3 ones" as "4 tens, 13 ones") and vice versa
- Inventing and using algorithms to record computation; using standard algorithms
- Making simple maps and scale drawings on graph paper
- Making simple bar graphs (with unit scales)
- Making simple line graphs (with unit scales)
- Talking about, picturing, and writing about multiplication and division events; writing number sentences using x, ÷, and =.
- Estimating the results of arithmetic operations
- Recognizing and writing fractions
- Translating word problems into number sentences

Key Experiences for Elementary Science

Observing

Level 1—*Preoperations: Intuitive Thinking*

- Using all the senses to investigate, explore, and observe the world
- Collecting materials of many kinds
- Observing color, shape, form, and pattern
- Initiating an observation to solve a problem or answer a question ("Let's watch and see if that ant makes it across the sidewalk without dropping that big crumb it's carrying.")

Level 2—*Early Concrete Operations*

- Looking at familiar things in a new way: observing closely, systematically, and objectively
- Taking something apart to observe it more closely (unraveling a piece of yarn to see how the fibers are twisted)
- Observing changes over time
- Observing the quantity of a material or the frequency of an event
- Using instruments (magnifiers, binoculars, slow-motion camera, tape recorder) to assist observations

Level 3—*Late Concrete Operations*

- Using audiovisual media for planned and systematic observations (photographing the same tree once a week for a year)
- Observing objects from different perspectives
- Observing the subsystems of an environment or structure to see how they interact ("We've noticed that the fish die if we don't add enough food, but too much makes the fish tank dirty.")

Classifying and Ordering Materials

Level 1—*Preoperations: Intuitive Thinking*

- Observing the attributes of objects
- Observing similarities and differences ("Both butterflies are spotted,") including differences on a single dimension (bluer, sweeter)
- Classifying materials into small groups based on common attributes

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***Level 2**—Early Concrete Operations*

- Observing multiple similarities and differences ("All the birds in this cage have feathers, wings, and pointed beaks but are many different colors.")
- Ordering objects according to variation along a single dimension (less rough, smooth, smoother)
- Observing similarities and differences in structural patterns and grouping objects accordingly ("This group of shells are shaped like fans.")
- Classifying materials into two groups based on the presence or absence of one attribute (dissolves in water/doesn't dissolve in water)

***Level 3**—Late Concrete Operations*

- Observing symmetry and asymmetry in natural and manufactured objects
- Using an identification guide to look up organisms or nonliving materials (using books to identify trees or rocks)
- Classifying or ordering using two-dimensional matrices (ordering screws by length and diameter)
- Classifying hierarchically: grouping into categories and subcategories (birds, birds of prey, birds of prey that live in Michigan)

Measuring, Testing, and Analyzing

***Level 1**—Preoperations: Intuitive Thinking*

- Comparing the properties of materials ("This paper folds more easily.")
- Measuring by producing a length to match another length (cutting a string as long as one's foot)
- Counting events over time ("How many leaves will fall off this tree tonight?")

***Level 2**—Early Concrete Operations*

- Measuring properties and changes using standard or nonstandard whole units (weighing using the whole units on a scale; measuring elapsed time in sand timer cycles)
- Testing: assessing properties by comparing effects of standardized procedures (testing the strength of several fibers by tying them to a standard weight and observing which ones break)
- Analyzing: separating and measuring the parts of a mixture or material to describe its composition (separating and measuring the wheat flakes and raisins in a box of cereal)
- Using standard measuring tools (ruler, thermometer, calipers, scales, timers)
- Increasing or decreasing a causal factor and comparing the effects produced (comparing the effect on the color of water of adding a larger quantity of food coloring)

***Level 3**—Late Concrete Operations*

- Measuring using both whole units and fractions of a unit
- Estimating measurements ("It looks like it's about 2 feet tall.")
- Using a scale model to study the features of a larger or smaller object (model of a bicycle gear made from spools and rubber bands)
- Measuring the increase or decrease in a causal factor in order to relate it to the change in an effect("Let's see how much farther the car goes if we raise the height of the track 3 in.")

Observing, Predicting, and Controlling Change

***Level 1**—Preoperations: Intuitive Thinking*

- Observing and identifying a change ("The flower has closed up.")
- Manipulating physical objects to produce an effect or change (blowing out a candle)
- Repeating an activity that produces a change to gain awareness of possible causes (repeatedly pushing an empty bottle under water and watching as bubbles are released)
- Identifying a cause for a change ("The leaves are flying through the air. The wind must be blowing.")

***Level 2**—Early Concrete Operations*

- Observing and describing a pattern of change in events and movements (life cycles, cycles of motion, weather changes)
- Predicting a change in a situation from observation of change in other similar situations ("The sky is gray and the wind is blowing. I think it's going to rain.")

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- Identifying more than one possible cause for a change ("The lawn mower won't start. Maybe it's out of gas or needs a tune-up. We have the most trouble on chilly days.")
- Testing an explanation for a change by acting to reverse it ("The plant is wilting; let's try watering it and see if that helps.")

***Level 3**—Late Concrete Operations*

- Recognizing that a sequence of change (winding up a toy car to make it go) involves a sequence of causes and effects (Winding the key on the car activates motion in a series of gears, eventually resulting in the motion of the car.)
- Relating the magnitude of an effect to the magnitude of a cause ("A strong wind will cause many more leaves to fall off the tree than a gentle wind.")
- Beginning to recognize that explaining a change may require keeping some variables (possible causes) constant ("I think this toy car goes faster than the other one because it's built differently, but it might be because I oiled it before the race. Let's oil the other car, too, and then try racing them again.")

Designing, Building, Fabricating, and Modifying Structures or Materials

***Level 1**—Preoperations: Intuitive Thinking*

- Designing and building simple structures (making a garage for toy cars out of blocks and boards)
- Changing a structure to solve a problem in its design("Maybe the tower won't fall over if I use the flat blocks instead.")
- Comparing the performance of similar structures or materials ("The ramp works better this way.")
- Using plans supplied by others to make simple structures or materials (a paper tepee flour paste)

***Level 2**—Early Concrete Operations*

- Designing and building more complex structures (realistic objects constructed with conventional building materials, tools, and fasteners)
- Building simple containers or environments for living things (an insect box; a window box garden)
- Improving a structure or material through trial-and-error modifications (varying the height and length of a ramp to increase the speed of a toy car; adding sugar or water to icing to change the consistency)
- Using plans supplied by others to make more complex and functional structures or materials (making dog biscuits, making pinwheels)

***Level 3**—Late Concrete Operations*

- Building structures with moving parts (latches, hinges, wheels, and axles)
- Building with simple electrical circuits
- Analyzing and solving problems in a structure by taking it apart, modifying parts, and rebuilding it (troubleshooting a problem in a wind-up car by separately examining the wheels and axles, the spring mechanism, and the gears)
- Identifying more than one factor affecting the operation or effectiveness of a structure or material (recognizing that the problem of fastening two materials together may be affected by the type of fastener—e.g., tape, screws, nails—the size of the fastener, the smoothness of the surfaces being joined, and the weight of the pieces to be joined)

Reporting and Interpreting Data and Results

***Level 1**—Preoperations: Intuitive Thinking*

- Discussing observations
- Beginning to use scientific terms and comparative vocabulary in reporting observations
- Reporting sequences of events
- Reporting and representing observations using drawings, tape recordings, photos, or real objects mounted on charts

***Level 2**—Early Concrete Operations*

- Recording and displaying numerical data
- Using models, drawings, and diagrams to illustrate oral or written reports
- Arranging collections and displays to present findings
- Using books, pictures, charts, and computers to gain further information

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***Level 3**—Late Concrete Operations*

- Defining technical terms in science reporting
- Using bar graphs, line graphs, and tables to present data
- Making models of objects and systems to show how they work (making a model of a stream bed, using sand and buckets of water)

Elementary Key Experiences in Music and Movement

Exploring Music

Moving to music

- Responding to different types of music
- Using nonlocomotor and locomotor movements with music
- Using coordination skills in performing action songs
- Illustrating expressive and dynamic qualities of a musical selection
- Moving to phrases of a musical selection

Exploring and identifying sounds

- Making sounds with voices and instruments (musical and otherwise)
- Working with percussion and melodic instrument sounds
- Exploring sounds to fit with specific songs
- Exploring lower/higher and same/different sounds

Exploring instruments

- Trying out ways to play instruments
- Discovering ways to play percussion, harmonic, and melodic instruments
- Discovering pitch range and labeling the sound quality of instruments
- Playing melodic phrases and known songs

Exploring the singing voice

- Making pitched sounds
- Exploring the singing and speaking voice
- Exploring the broad range of the singing voice
- Initiating singing alone and singing in tune with others

Listening to and describing music

- Recognizing music versus sound
- Talking about voices and instruments heard or the feelings expressed in the music
- Identifying previously heard or sung musical selections
- Discussing the type or style of the music

Using the Elements of Music

Feeling and expressing steady beat

- Moving to one's own steady beat
- Matching someone else's steady beat
- Matching the steady beat of recorded music, songs, rhymes
- Performing single nonlocomotor movements to the steady beat
- Performing single locomotor movements to the steady beat
- Playing instruments in steady beat
- Combining nonlocomotor and locomotor movement to the steady beat

Identifying tone color

- Distinguishing different persons' singing and speaking voices
- Hearing the differences in voices and percussion instruments
- Distinguishing the different instrument sounds
- Matching an instrument's sound with its picture
- Identifying voices and instruments heard in a recording
- Identifying special characteristics of tone color within the music

Developing melody

- Identifying higher and lower pitches
- Identifying the direction of the melody (upward/downward)
- Matching intervals and repeated pitches
- Imitating three- and four-note melody patterns
- Distinguishing *same* and *different* in short melody patterns
- Responding to the shape of the melody
- Identifying and singing phrases in the melody
- Recognizing patterns and sequences in melodies
- Singing and shaping phrases and songs

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Labeling form
- Identifying the beginning and end of a song or rhyme
- Identifying the verse and chorus of a song
- Identifying same and different phrases
- Identifying and responding to the different sections of recorded music
- Labeling and using AB, ABA, and ABC forms
- Labeling and using rondo form and simple theme and variations form

Recognizing the expressive qualities of tempo and dynamics
- Identifying *slow* and *fast* through movement and vocabulary
- Identifying *loud* and *soft* through movement and vocabulary
- Identifying *slow*, *medium*, and *fast* through movement and vocabulary
- Identifying *loud*, *medium*, and *soft* through movement and vocabulary
- Identifying *getting faster* and *getting slower*
- Identifying *getting louder* and *getting softer*
- Selecting suitable dynamics and tempo for a song or instrumental piece

Feeling and identifying meter
- Identifying and moving with macrobeats and microbeats
- Identifying same and different meter
- Identifying and moving to duple meter
- Identifying and moving to triple meter
- Differentiating between duple and triple meter

Expressing rhythm
- Listening for longer and shorter sounds
- Moving to sounds of longer and shorter duration
- Moving to rhythm patterns
- Distinguishing same and different rhythm patterns
- Recognizing and playing even and uneven rhythm patterns
- Reading, writing, and performing rhythm patterns
- Recognizing and using note and rest values (quarter, two-eighth, half, dotted half, and whole)

Adding harmony
- Recognizing the difference between unison singing and singing accompanied by instrument(s)
- Using chords to create harmony
- Singing call-response and echo songs
- Adding melodic chants
- Singing rounds
- Finding and using ways to add harmony to a song or instrumental selection

Creating and Performing Music

Responding to various types of music
- Showing through movement the differences heard in music
- Responding to *same/different* in songs children sing
- Responding to *same/different* in instrumental music
- Responding to different moods of a musical selection
- Responding to a repertoire of different types of music

Playing instruments alone and in groups
- Playing an instrument alone or in a group using steady beat
- Playing an instrument in steady beat while others sing
- Playing an instrument in steady beat while singing alone
- Playing an instrument in a rhythm pattern
- Playing instruments together using rhythm patterns
- Creating and planning instrument parts for a song or ensemble

Singing alone and in groups
- Singing simple songs alone and with others
- Singing a short solo phrase during a call-response song or a single verse when the class sings chorus
- Singing songs of increasing length and difficulty with others
- Singing a solo with musical competence and confidence

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Sharing music by performing

- Creating and singing a new verse to a known song
- Creating and sharing an instrumental piece on percussion or melodic instruments
- Playing a musical instrument while the group sings
- Sharing songs created by students
- Sharing an instrumental ensemble created by students

Moving creatively and choreographing movement sequences and dances

- Moving creatively alone or with a group
- Creating movements and variations for a specific musical selection
- Creating and using different movements for AB music
- Creating patterns and moving creatively
- Planning and using different movement and dance sequences for a specific song or recording

Creating and improvising songs and instrumental music

- Choosing instruments to play and accompany
- Creating simple melodies vocally
- Creating simple melodies on instruments
- Improvising a variation on a melody, vocally and/or instrumentally
- Creating an instrumental piece with two or more sections (AB)
- Creating an original song with words

Reading music

- Reading one's own symbol system (icons) for rhythm or pitch
- Reading melody or rhythm maps created by oneself or others
- Reading short rhythmic and melodic phrases (conventional notation) and short songs
- Reading conventional notation for simple songs

Writing music

- Showing a way to represent long/short sounds, high/low pitches, or repeated sounds (rhythm and/or melody maps)
- Showing a way to represent part of a melody
- Writing music using one's own symbol system (icons)
- Using conventional notation to represent a phrase or short song and *getting softer*
- Selecting suitable dynamics and tempo for a song or instrumental piece

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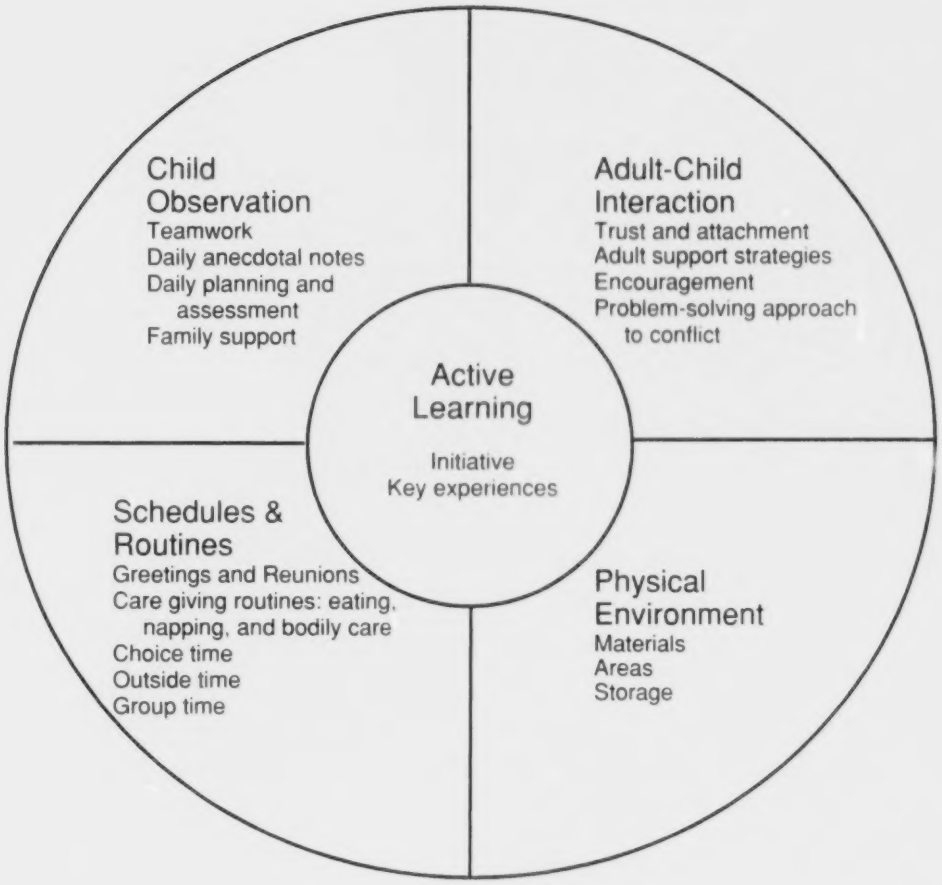
The High/Scope Infant and Toddler "Wheel of Learning"



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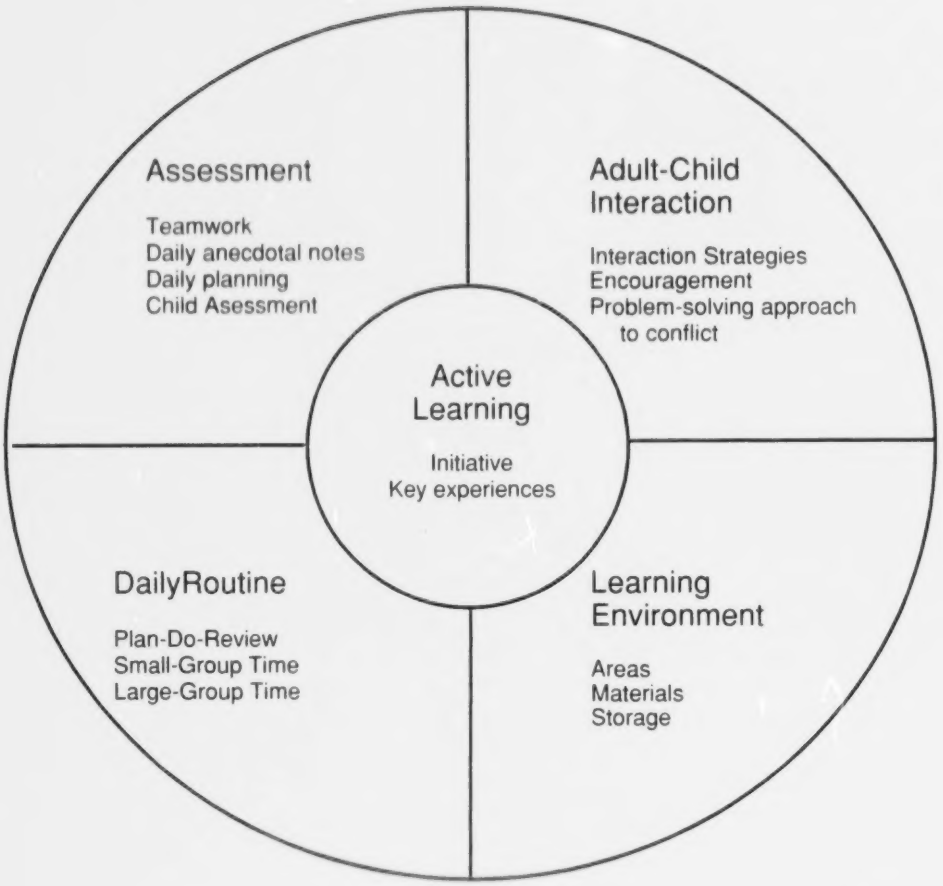
The High/Scope Preschool "Wheel of Learning"



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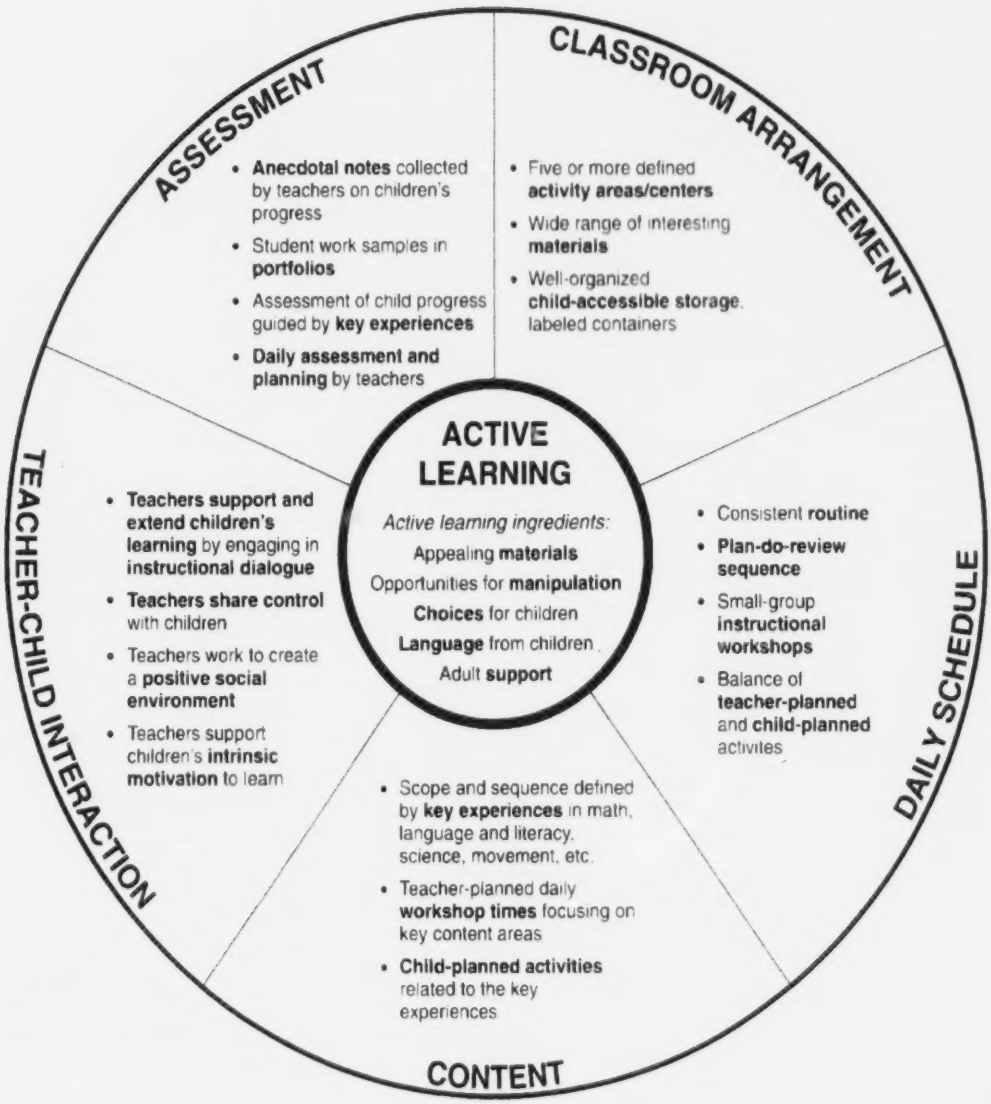
The High/Scope Elementary "Wheel of Learning"


ASSESSMENT
• Anecdotal notes collected by teachers on children's progress
• Student work samples in portfolios
• Assessment of child progress guided by key experiences
• Daily assessment and planning by teachers
CLASSROOM ARRANGEMENT
• Five or more defined activity areas/centers
• Wide range of interesting materials
• Well-organized child-accessible storage, labeled containers
ACTIVE LEARNING
Active learning ingredients:
Appealing materials
Opportunities for manipulation
Choices for children
Language from children
Adult support
TEACHER-CHILD INTERACTION
• Teachers support and extend children's learning by engaging in instructional dialogue
• Teachers share control with children
• Teachers work to create a positive social environment
• Teachers support children's intrinsic motivation to learn
DAILY SCHEDULE
• Consistent routine
• Plan-do-review sequence
• Small-group instructional workshops
• Balance of teacher-planned and child-planned activites
CONTENT
• Scope and sequence defined by key experiences in math, language and literacy, science, movement, etc.
• Teacher-planned daily workshop times focusing on key content areas
• Child-planned activities related to the key experiences

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Notes

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An Example of High/Scope in the Secondary Setting: Active and Youth-Centered Learning for Adolescents

Aaron Ahlstrom
Former High/Scope Foundation IDEAS Co-Director
Puebla Mexico

Maria Eugenia Serrano
Director, Colegio Ypsilanti, Puebla Mexico

The five elements of the High/Scope educational approach for adolescents include: choice, active learning, plan-do-review, cooperative learning, and opportunities for leadership. In this session you will be engaged in active examples of how the High/Scope approach to working with adolescents is applied in a middle school program in Puebla, Mexico. Learn about our qualitative assessment approach in the setting and how we track achievement. Come share experiences with others, and leave with practical ideas for planing your own workshops at the secondary level.

Notes

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Creating a Positive Climate in the Classroom

Cathy Albro
Field Consultant, High/Scope Foundation,
Grand Rapids, Michigan

We know that emotional health sets the stage for optimal learning. There are many strategies of support for teachers to use to foster emotional health. Participants will discuss current strategies they use and learn new ones that build positive and responsible social/emotional foundation in the classroom.

Bibliography

There are many excellent, current resources available on the topic of developing a positive classroom community. Here are some suggestions.

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Outdoor Learning Environment: Beyond the Blue Horizon

Ursula Ansbach
Consultant, High/Scope Foundation, Ypsilanti, Michigan

Outdoor Learning includes a multitude of environments beyond the playground which can be discovered and created. Having done this, how do we bring them back home? How do we make the world our garden?

Notes

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Play Productions

Ursula Ansbach
Consultant, High/Scope Foundation, Ypsilanti, Michigan

Through engaging in performance activities we will learn how to apply theatre arts to our work with children. We will discover that we can target any area of curriculum. We will see how dramatic play promotes independence, problem solving, reading and writing skills, numbers, social interactions and generally engage all the Key Experiences. We will learn how freeing the creative imagination heightens our desire and ability to enjoy learning. Participants should expect to be actively involved in theatre games, creating scripts, directing and performing original projects. No script memorization will be required. Each participant should bring a "prop" or item that stimulates their own imagination in terms of a story line.

Notes

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Problem Solving: It's Child's Play!

Ursula Ansbach
Consultant, High/Scope Foundation, Ypsilanti, Michigan

Through theater games and role play we will apply the Problem Solving Steps to an actual situation from our own setting. Bring a problem with you. We'll solve it together.

Steps for Solving Problems and Resolving Conflicts

1. **Approach calmly:** Observe as you approach, prepare yourself for a positive outcome. Be aware of your body language; it says a lot about your intentions and feelings. It is important to be neutral in order to respect all the points of view. If you do not feel able to stay neutral, use an "I" statement ("I'm so angry because hitting hurts people") and delay the problem–solving process until you are able to be neutral.

2. **Acknowledge feelings:** Give recognition to the feelings the children are expressing, by using simple, descriptive words ("You seem angry/sad/upset"). Use words that also reflect the *intensity* of their emotions ("You are very, *very* upset"). This will ultimately help the child "let go" of the feelings, although the feelings may briefiy increase in intensity before they subside. This "emptying out" is an important step that must occur before children can think clearly about solutions. Once children have "let go" of their feelings, let them know that you think *they* can figure out a way to solve their problem.

3. **Gather information:** Tell children you want to hear from each of them. Ask open–ended questions that help them describe the details of the *actions or materials* that are part of the problem (not "*Why* did you do this?" or "How do you think she feels?" — such questions are too abstract). Listen carefully for the details and needs children are describing; they are the key to finding the solution.

4. **Restate the problem:** Using the details and needs children have described, restate the problem, clarifying any issues by asking for more detail, and reframing any hurtful language. (For example, "You can't play 'cuz I hate you" can be reframed, "You are very angry and you want to play along?") Check with the children to see if they agree that you have identified the problem.

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5. **Ask for ideas for solutions and choose one together:** Respect and explore all of the children's ideas, even if they seem unrealistic, considering how each might work. Help children think through the specifics of cause and effect so that complicated or general solutions become concrete and possible to carry out. children may suggest, for example, "They can share." A suggested solution like this needs further exploration so that the actions that will happen are clear to all concerned.

6. **Be prepared to give follow–up support:** Children may need help in implementing the solution, or difficulties may arise because one of the children is still carrying angry feelings that need further acknowledgment. check with each of the children to see if the problem has been solved, especially children who have been very upset.

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Musical Storytelling

Julie Austin
Field Consultant, High/Scope Foundation
Children's Musician, Wolftrap Master Artist, Ann Arbor, Michigan

In this workshop we will use the story can (also known as "coffee can theatre") to tell familiar stores as well as made up stories. We will also explore how to compose simple songs that give children opportunities to participate in the story as it is being told. Participants may bring a tape recorder to record any of the songs we compose that day.

Notes

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Adults and Children

Joan Brink
Field Consultant, High/Scope Foundation
Preschool Teacher, Tipton School, Tecumseh MI

Participants will examine and discover ways to support children. Through discussions of developmentally appropriate practice and the 4 C's, they will actively apply this information together, including play and it's values.

Play

(Tune: Twinkle, Twinkle, Little Star)

Children need to play at school, adults need to value play that's one tool.
Support the children with the interest they have.
Be careful observers when you are with them.
Consistency and calmness when you play and interact with them.
Work together for the children.
Joan Brink 1/99

Quartets:

- Lucy, Ricky, Ethel, Fred
- add, subtract, multiply, divide
- Bert, Ernie, Big Bird, Grover
- Army, Navy, Air Force, Marines
- ketchup, mustard, pickles, lettuce
- summer, fall, winter, spring
- soprano, alto, tenor, base
- violin, viola, cello, base
- John, Ringo, Paul, George
- head, shoulders, knees, toes
- spades, clubs, diamonds, hearts
- Fred, Wilma, Barney, Betty
- circle, square, diamond, triangle
- Snoopy, Charlie Brown, Lucy, Linus
- man, woman, boy, girl
- hat, coat, boot, gloves

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4 C's

- Careful Observer
- Consistent
- Choose words carefully
- Calmness

Joan Brink 1/99

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Who's in Control?

Patricia Brokman
Field Consultant, High/Scope Foundation, St. Paul, Minnesota

Creating supportive social climates determines the quality of learning. Discover how to share control by focusing on strengths and making a commitment to solving problems through children's play.

Characteristics of Preschoolers

Egocentrism: The child is *only* able to feel and think about his or her own point of view. This characteristic makes it difficult for young children to understand how another person is feeling. Questions such as "How do you think that makes her feel?" are *not* appropriate. The problem-solving process is very useful for preschoolers because it offers opportunities for children to hear about the needs of others while working towards a solution that will meet individual needs.

Pre-operational, concrete thinking: Children base their understanding of the world on obvious physical characteristics. It is important, therefore, that we talk through the problem-solving process in very concrete terms. It is not useful to say to children, "You must share." This is too abstract and fails to describe a specific action. The problem-solving process will help children consider specific ways that disputed materials can be used by both children. Discussion of the *details* of the dispute will always be a central part of the conflict-resolution process.

Limited verbal skills: For very young children, who are still in the early stages of problem solving, the adult must do a lot of the "talking through" that is needed to resolve a problem. Adults can do this by asking questions that the child can answer with a *yes*, *no*, or nod of the head. For example, the adult might say:

> "I can see that you are both upset. Are you angry because you both want to use the truck?" (Look for response.) "I think we can figure out a way for you both to have a turn. Should we use the timer?" (Look for response, child gets timer). "Sam, would you like to hold the timer first?" (Look for response.) "Jane, Sam will hold the timer. When all the salt is through, it will be his turn to use the truck. OK?" (Look for response.)

In this way the adult includes the child as much as possible, increasing the opportunities for the child's verbal input as the child becomes more mature.

Physical expressiveness: Children are naturally physical and at this young age express most of their feelings physically, showing excitement by yelling or sadness by crying. We should not be

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surprised when they hit, yell, or physically try to get what they want. This is the only way they know. To understand the child who is just learning to manage feelings, think of what an adult experiences in learning a new language. Suppose you are just learning Spanish and find yourself in a Spanish-speaking country. Under pressure, you would probably revert to English; only in clearer moments, and with encouragement and support, could you speak a little Spanish. Likewise, children, when they are upset, resort to their primary mode of expression. It is important to discourage, *but not punish*, this normal response, and focus attention on helping children to learn the skills that will eventually replace their primary, physical mode of expression.

Exploration of independence and control: Children are just realizing and exploring their separateness from primary caretakers; they are becoming aware that they can make their own choices and decisions. Sometimes this means that the child wants to have *all* the control and make *all* the choices at once. The problem-solving process is very useful in helping the child to feel in control while looking realistically at what the cause-and-effect implications of certain decisions might be.

Holding just one or two attributes in mind at a time: Children can not keep a lot of ideas in mind at once. The adult who is supporting children's problem solving can facilitate the communication of details by restating the information children have shared to clarify and simplify it, helping children to explore solutions, and keeping the problem-solving process on track when children become distracted. When children become distracted, it is important to consider whether this is due to an external distraction (for example, something happening nearby) or something internal (the children may have lost interest in the process or problem). If the distraction is external, the adult may need to help children re-focus on the situation. When they are no longer interested in the process, however, it is important for the adult to quickly summarize what has happened and let the children move on in a way that is agreeable to both.

Children: We don't want this truck anyway. Let's go to Art.

Adult: So you don't want to figure out how to use this truck now. Let's put it away so you can go to Art.

Sources of Preschool Conflicts

There are two categories of conflicts generally seen in the classroom: conflicts that grow out of issues originating *in* the classroom and conflicts resulting from issues or feelings brought in from *outside* the classroom.

1. Typical Preschool Classroom Conflict Sources

- **Objects** — Children are in conflict because they both want to use a particular object at the same time.

- **Space** — Children are in conflict because they both want to use the same space

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at the same time.

- **Privilege** — A conflict occurs because children want a certain privilege, for example, to be the first to do something, to be the one to perform a favored task or role, to continue an activity when it's time to move on to another activity.
- **Social** — A conflict occurs as a result of a social need or interaction, such as two children excluding another child from play or a child misunderstanding something another child has said or done.

2. Non-Classroom Conflict Sources

Conflicts sometimes occur in the classroom as a result of unresolved experiences a child has had before getting to school. The aftermath of these unresolved situations may result in the child's expressing anger, anxiety, or sadness that is not related to any specific incident, or is easily triggered by a classroom incident. Examples:

- A child argues with a sibling on the way to school, becomes angry, but is unable to express the anger or resolve the issue before arriving at school.
- A child witnesses a violent act in the neighborhood, and comes to school needing to explore and understand this violent behavior.
- The child is told about an impending event (a move, surgery, divorce), and comes to school with anxiety, sadness, or anger about the event.

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Language & Literacy/Phonemic Awareness.... "What's the Connection?"

Catherine Calamari
Field Consultant, High/Scope Foundation,
Executive Director, Discovery Preschool, New Orleans, Louisiana

Karen Molinario
Field Consultant, High/Scope Foundation,
Director, Discovery Preschool, New Orleans, Louisiana

Phonemic Awareness is the awareness of the sounds **(Phonemes)** that make up spoken words. This refers to **hearing & decoding spoken sounds** rather than the more familiar written representations of sounds learned in phonics. At the Preschool level, children engage in activities that *encourage* their attention to and awareness of sounds in words; such as, rhyming and alliterations. Join us to discover how adults support the development of phonemic awareness through the use of **Language and Literacy Key Experiences.**

Hopeful Harriet *Hichigan*
Went to a conference in *Michigan.*
Six sessions she *attended*
And when the conference *ended*
Happy Harriet *Hichigan*
Was glad she went to *Michigan*

Language and Literacy

(From High/Scope Key Experiences Poster, Which is available from the High/Scope Press)

- Talking with others about personally meaningful experiences

  Describing objects, events, and relations

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Having fun with language: listening to stories and poems, making up stories and rhymes

Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms

Reading in various ways: reading storybooks, signs and symbols, one's own writing

Dictating stories

Elements in the Development of Phoneme Awareness

Age	Element
3–5 years	Child can hear rhymes.
	Child can hear alliteration.
5–6 years	Child can identify first sound that is different.
	Child can split phonemes into onset and rimes.*
	Child can identify last sound that is different.
	Child can identify middle sound that is different.
	Child can blend orally.
6–7 years	Child can segment word into phonemes by saying phonemes separately.
	Child can manipulate phonemes by deleting or moving a phoneme.

Onset — initial sound or blend in a word (example: /b/ in back, /st/ in stack)

Rime — the vowel and succeeding letters following the onset (example: /ack/ in black, /at/ in cat)

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Stages of Literacy Development

Emergent Reading

1. Exposure: Early contact with pictures and print and with reading (Being read to; seeing adults read for pleasure and purpose)
2. Exploring picture books, both with and without print (Learning how to handle books; reading–like play)
3. "Reading" picture books; Relating pictures to real things "Labeling objects; following the action; storytelling from pictures"
4. Identifying symbols/signs/labels/logos; Relating symbols to real things (Classroom labels, stop sign, Crest toothpaste, McDonald's *M*)
5. Being aware that print (rather than the picture) carries the message (Sometimes refusing to read at this stage — "I don't know what the marks say.")
6. Reading one's own "writing" (Whether at the drawing, scribbling, letterlike forms, or real–letters stage)
7. Identifying letter names, sounds ("*D* is for me and Daddy and my uncle David!")
8. Recognizing one's own name, a few other words (Classmates' names, *Mom*, other important or frequently–seen words)
9. Understanding print conventions (Left to right, top to bottom, word spacing, simple punctuation
10. Reading independently: Words, phrases, sentences, books (Includes sounding–out, know words, comprehension of what is read)

Emergent Writing

1. Drawing: This is the first form of written communication; children express their ideas graphically, can "read" what their pictures mean.

2. Scribbling: As they scribble–write, children are aware that they are writing something for others to read — a grocery list, a caption for their drawing, a letter to Grandma.

3. Letterlike forms: As they explore writing, children often invent forms that have the characteristics of letters (curves, short and long lines, circles bisected by lines) but are not conventional letters.

4. Invented spelling: Once children are familiar with the letters in their names, they begin to use them in their writing, at first writing stings of unrelated letters, eventually using them to signify sounds,

5. Conventional spelling: This stage is beyond where most preschoolers are, other than the correct spelling of their own first names.

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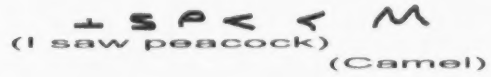
Stages In Invented Spelling

Prephonemic

- Recognizes that letters are the agreed upon symbols used in writing.
- No real understanding of sound/symbol correspondence.
- Usually produce a string of letters

Early Phonemic

- Have discovered the phonetic principle.
- Begin to represent a word with a single letter.
- May finish a word with a random string of letters.



Letter–Name

- Quick transition into letter–name spelling.
- Similarity between sound of letter names and the phoneme they wish to represent.
- Developing concept of "word".
- Are becoming readers.

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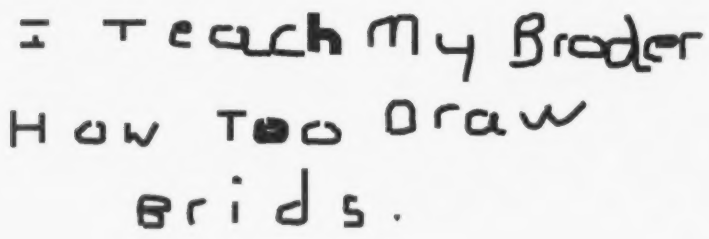
Transitional

- Move toward conventional spelling.
- Variety of stages may still be present.



Standard Spelling

- Competency in spelling is mastered over a period of time —sometimes as long as five to six years. Standard spelling is evidenced by knowledge of such things as silent consonants, double bowels, word families, alternate vowel spellings, etc. Even in the stage of standard spelling, misspelled words will still appear.

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Language and Literacy Strategies: A Summary

(From High/Scope's ***Educating Young Children***, pg.373;
Available from the High/Scope Press)

Talking with others about personally meaningful experiences

- Establish a climate in which children feel free to talk.
- Be available for conversation throughout the day:
  - Place yourself at the children's physical level.
  - Listen carefully to what children are saying.
  - Give children control of conversations.
  - Accept children's hesitations and nonverbal utterances.
  - Learn and remember each child's particular interests.
- Encourage children to talk with one another throughout the day:
  - Provide opportunities for cooperative projects and play.
  - Support children who wish to plan and recall together.
  - Refer one child's questions and problems to another child.
  - Interpret and deliver messages.
  - Explain the context of children's statements.
  - Acknowledge conflicting viewpoints.
- Converse with *all* children:
  - Make time to talk with children.
  - Look for comfortable opportunities for dialogue.
  - Be aware of your personal preferences.

Describing objects, events, and relations

- Provide children with interesting materials and experiences.
- Listen as children describe things in their own way.
- Encourage children to talk about their plans.
- Let children be the leaders in "describing" games.

Having fun with language: listening to stories and poems, making up stories and rhymes

- Listen to children throughout the day.
- Read to children individually and in small, intimate groups.
- Tell stories, recite poems and rhymes.
- Make up stories, chants, and rhymes.

Writing in various ways: Drawing, scribbling, letter–like forms, invented spelling, conventional forms

- Provide a variety of writing and drawing materials.
- Anticipate various emergent forms of writing:
  - Drawing

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    - Scribbling
    - Letterlike forms
    - Invented spelling
    - Conventional forms
- Encourage children to write in their own way:
    - Ask children to write stories.
    - Encourage children to write to one another.
    - Accept children's additions to your writing.
- Display and send home samples of children's writing.

Reading in various ways: Reading storybooks, signs and symbols, one's own writing

- Provide a print–rich environment:
    - Stock the interest areas with reading materials.
    - Look for things to read outside.
- Provide each child with a personal symbol.
- Provide storybooks for children to read.
- Encourage children to read to one another.

Dictating stories

- Write down children's personal dictations.
- Write down group dictations.
- Save dictations and encourage children to act out their experiences.

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Plan-Do-Review in the Elementary Grades

Kathleen Carothers
Field Consultant, High/Scope Foundation
Principal, The Center", Leadville, Colorado

The plan-do-review is often the last High/Scope component to be implemented in the elementary classroom. Come discuss the rationale for the plan-do-review sequence and why it warrants at least 45 minutes in the daily routine. Add to the list of plan/recall strategies for the elementary classroom.

Notes

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Common Threads

Kathleen Carothers
Field Consultant, High/Scope Foundation
Principal, The Center", Leadville, Colorado

Have you ever asked yourself, "I direct a campus that houses programs for birth through third grade. How can I make High/Scope training work for my small staff?" I DID! As the principal of a multi–aged, small faculty campus, I've discovered there are common threads between the High/Scope Infant and Toddler, Preschool, and K–3 Curriculums. During this workshop you will be given a hands–on method for discovering these similarities, learn to use these similarities to explain what High/Scope means for parents, and how you can give your staff training using the common threads. It's working for our campus.

Practical Ingredients of Active Learning for Infants and Toddlers

To ensure an environment that builds trust, autonomy, and initiative and where active learning can flourish, infant and toddler caregivers give thoughtful, ongoing attention to providing what we call the five ingredients of active learning:

- **Materials**—There are abundant, age–appropriate materials the child can use in a variety of ways. Learning grows directly out of the child's direct actions on the materials.

- **Manipulation**—The child has opportunities to explore (with all his or her senses), manipulate, combine, and transform the chosen materials.

- **Choice**—The child chooses what to do. Since learning results from the child's attempts to pursue personal interests and goals, the opportunity to choose activities and materials is essential.

- **Communication and language from children**—The child communicates his or her needs, feelings, discoveries, and ideas through motions, gestures, facial expressions, sounds, and words. Adults value, attend to, and encourage the child's communications and language in a give–and–take manner.

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- **Adult support**—Adults establish and maintain trusting relationships with each child in their care. Adults recognize and encourage each child's intentions, actions, interactions, communications, explorations, problem solving, and creativity.

Keeping the ingredients of active learning in mind, infant and toddler caregivers can create a learning setting that meets the changing needs of their children and provides them with an interesting and supportive environment within which to explore their world, the properties of its objects, and the social nature of its inhabitants.

Preschool

What Is Active Learning?

Active learning is the principal element of the High/Scope educational approach. It has five ingredients:

- **Materials**. A variety of interesting materials are readily accessible to children.
- **Manipulation.** Children are free to move, handle, explore, and work with the materials.
- **Choice**—Children have opportunities to set their own goals and select materials, activities, and play partners.
- **Language from the children.** Children communicate, verbally and nonverbally, what they are doing and what they have done.
- **Support from adults.** Adults encourage the children's efforts and help them extend or build upon their work by talking with them about what they are doing, by joining in their play, and by helping them learn to solve problems that arise.

Many teachers believe that as long as children are handling materials, they are engaged in active learning. Manipulation of materials is essential, of course, but by itself does not constitute active learning. Active learning occurs when all five of the ingredients are present.

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Elementary

What Is Active Learning?

Active learning is learning by doing.

Active learning means *children are active*—changing, moving, making things—*not just watching or listening*. Active learning means *children are acting and discovering things independently*: folding, cutting, pasting, drawing, tracing, sewing, measuring, mixing. Active learning involves children in *direct experiences*: using audio–visual equipment, using tools, testing, evaluating, assessing, building, sorting. Active learning involves children in *active exploration*: measuring, comparing, estimating, inventing, computing, observing change, classifying, comparing.

Active learning is one of the principal elements of the High/Scope curriculum, and consists of five ingredients:

- **Materials** for each child
- **Manipulation** of those materials by the child
- **Choice** by the child of what to do with the materials
- **Language** chosen and used by the child
- **Support** by adults or peers

While all five ingredients may not be present in every active learning experience, they can serve as useful guidelines for teachers who are planning, carrying out, and evaluating learning experiences for young children.

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Arranging and Equipping Care and Play Spaces for Infants and Toddlers: A Summary

Provide comfort for children and adults. Include:

- Inviting floor, wall, and ceiling surfaces
- Soft places
- Soft and natural lighting
- Pleasant reminders of home:
  - Children's comfort items
  - Family photographs
  - Common print matter
  - Familiar foods and utensils
  - Familiar music
  - Children's home language
- Children's creations
- Sturdy child–sized equipment and furnishings
- Adult–sized furniture
- Storage space:
  - Space for caregiver's personal belongings
  - Space for children's belongings
  - Space for extra toys and supplies
- Safe and convenient adult access to appliances and everyday supplies
- A welcoming entrance or reception area

Build variety and choice into the physical environment. Include:

- Places for active, noisy play
- Places for more stationary, quiet play
- Places for privacy
- Places for social interactions
- Places for indoor play
- Places for outdoor play
- Environmental textural variety
- A variety of vistas
- Variety in scale
- Multiple levels
- A variety of open–ended materials

Support children's sensorimotor development. Include:

- Materials that appeal to children's senses
- Space and materials for movement

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- A flexible approach to the arrangement of space and materials
  - An open floor plan
  - Moveable furnishings and equipment
  - Toddler–friendly gates
  - Moveable storage containers
  - Adult laps
- A floor–level focus

Preschool

Guidelines for Planning the Indoor Learning Environment

Arranging the Play Space

(1) Divide the space into well–defined interest areas for distinctive types of play.
(2) Choose names for the interest areas that children can understand.
(3) Establish visual boundaries between the interest areas.
(4) In developing a floor plan, consider the fixed elements of the physical setting and the traffic flow within and between the interest areas.
(5) Plan the interest areas to accommodate many types of play.
(6) Modify the interest areas throughout the year.

Choosing Materials

(7) Choose materials that reflect the children's interests.
(8) Choose materials that are appropriate for the children's developmental levels.
(9) Provide items that can be used in a variety of ways.
(10) Choose materials that support the different types of play that are typical of young children.
(11) Choose materials that reflect the experiences and cultures of the children in the program, and that reflect human diversity in unbiased ways.
(12) Make sure the materials are safe, clean, and well maintained.

Storing Materials

(13) Store materials so that children can reach them.
(14) Use see–through containers to store materials in plain view.
(15) Make sure materials are consistently stored in the same place.
(16) Label shelves and containers so children can find and put away materials.

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Elementary

Five Elements of High/Scope Environments

The physical arrangement of High/Scope classrooms includes these elements:

Interest Areas	A High/Scope classroom contains five or more defined interest areas, usually located around the perimeter of the classroom and clearly defined by boundaries, such as area rugs; different floor surfaces; low shelves; or written signs. Each area functions as a self–sufficient "mini–classroom" containing materials related to a theme, topic, or content area.
Areas for Workshops	Each classroom contains spaces suitable for meetings of five to eight children.
Whole-Group Meeting Space	There must be a place in the room where the entire class can meet for lessons, media productions, planning, review, presentation of projects, reading by the teacher.
A Place to Display Children's Work	Bulletin boards, display cases, file cabinets, and shelves can all provide eye–level display of children's finished products.
A Place for Teaching Supplies and Records	A classroom also needs space to store materials that should not be readily available to children. These kinds of materials should be stored on high shelves, in closed closets, in another room, or in space that is out of view and reach of the children.

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Suggested Activity Areas for Each Grade Level

Kindergarten

- Reading/writing area (books, writing materials, story tapes)
- Math area
- Computer area
- Art area
- Block/building area
- Dramatic play/house area

First Grade

- Reading/writing area (books, writing materials, story tapes)
- Math area
- Science area
- Computer area
- Art area
- Construction area

Second Grade

- Book/reading area
- Writing area
- Math area
- Science area
- Computer area
- Art area

Third Grade

- Book/reading area
- Writing area
- Math area
- Science area
- Computer area
- Art area

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Infant/Toddler Adult Support

Adult support: Adults recognize and encourage infants' and toddlers' intentions, explorations, ideas, problem solving, and creativity.

- Adults create a psychologically safe, secure environment for children throughout the day.
  - Adults touch, hold, cuddle, speak to, play, and interact with children in a calm, warm, unhurried manner.
  - Adults enjoy children's actions and their interactions with children.
  - Adults respond supportively to children's needs and attention–getting signals.
  - Adults give children their full attention and time to interact and respond in their own ways.
  - Adults acknowledge and encourage children's attachments to other adults and peers.

- Adults form partnerships and share control with children.
  - Adults put themselves at children's physical level.
  - Adults respect and respond to children's feelings, preferences, and temperaments.
  - Adults watch, listen for, and follow children's leads and initiatives in play, communication, and caregiving routines.
  - Adults communicate and converse in a give–and–take manner.
  - Adults use comments and acknowledgments with children rather than enforced repetitions and questions.
  - Adults focus on and encourage things children can and are doing (their strengths and interests) rather than on things children cannot and are not doing (their deficits and things that do not interest them).
  - Adults look at children's actions from children's viewpoints.

- Adults focus on children's actions, intentions, and communications throughout the day.
  - Adults watch and listen carefully to children's individual ways of communicating.
  - Adults anticipate and value children's explorations.
  - Adults encourage and acknowledge children's choices and intentions.
  - Adults help children achieve what they set out to do.
  - Adults give children time to solve problems they encounter.

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Preschool

Interaction Strategies That Encourage Active Learning

- Offer children comfort and contact.
  - Look for children in need of comfort and contact.
    Children who are expressing anxiety or discomfort, watching others play, moving rapidly from one material to another, asking frequently for adult acknowledgment, or needing ongoing assistance in starting and continuing their plan are often in need of this type of interaction.
  - Offer reassuring physical contact.
    Children sometimes need a hand to hold, a lap to curl up in, reassuring arms around them, or just an adult's calm presence nearby.
  - Offer simple acknowledgment.
    Occasionally all that is needed is an acknowledgment of children's efforts—a simple nod and a smile, or a comment such as "I see" that shows you notice their efforts.

- Participate in children's play.
  - Look for natural play openings.
    Generally, it is more natural and less disruptive to join children's exploratory play, pretend play, or games, rather than their constructive play.
  - Join children's play on the child's level.
    This may mean squatting, kneeling, sitting, and occasionally even lying on the floor. This way, children are not "looking up" to you, and you are not "looking down" on children.
  - Play in parallel with children.
    This strategy can be effective during exploratory play, as the adult plays near the child using the same materials in the same or a similar manner.
  - Play as a partner with children.
    This works well with children involved in pretend play or games, with adults functioning as equals and followers.
  - Refer one player to another.
    This enables children to recognize each other's strengths, regard each other as valuable resources, use their abilities for the benefit of others, and play cooperatively.
  - Suggest new ideas within ongoing play situations.
    Adults may also wish to challenge young children's thinking and reasoning to expand the breadth of their play and, consequently, their understanding.
    - Offer suggestions *within the play theme*.
    - Address the role person rather than the child.
    - Respect the child's reaction to your idea.

- Converse with children.
  - Look for natural opportunities for conversation.

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- Join children at their level for conversation.
- Respond to children's conversational leads.
  When adults are silent yet attentive, and listen patiently and with interest to ongoing conversations, children will likely address them directly or make the first move toward involving them in conversation.
- Converse as a partner with children.
  Pass conversational control back to children at every opportunity:
  - Stick to the topic the child raises.
  - Make comments that allow the conversation to continue without pressuring the child for a response.
  - Wait for the child to respond before taking another turn.
  - Keep comments fairly brief.
- Ask questions responsively:
  - Ask questions sparingly.
    Too many adult questions can dampen conversation with young children, by keeping the adult in control of the conversation and forcing the child to respond to the adult's agenda. However, the right kind of adult questions—those that are responsive to children's play interests—can sometimes stimulate a rich dialogue with children, if they are used sparingly.
  - Relate questions directly to what the child is doing.
    Questions that discourage conversation tend to be questions about facts that questioner already knows (What color is that? Which board is longer? Is that a house?), or questions unrelated to the situation at hand (Child is coloring. Adult asks, "How is your new baby brother?"). On the other hand, when questions are asked out of genuine curiosity and relate directly to what the child is doing, they may stimulate discussion.
  - Ask questions about the child's thought process.
    Among the best kinds of questions are those that encourage children to describe their thinking — for example, How can you tell? How do you know that? What do you think made that happen? How did you get the ball to..? What do you think would happen if...?

- Encourage children's problem solving.
  - Look for children involved in problem situations.
  - Allow children to deal with problems and conflicting viewpoints.
    Practice restraint —avoid interfering prematurely!
    - Sit down with children.
      This gives children more time to work things out on their own.
    - Give children time to use their own problem–solving skills.
      Wait until children ask for assistance, or until they have made an attempt at a solution and seem about to abandon the effort.
    - Refer one child to another.
      Whenever possible, refer children to other children who have the skills to help them.
    - Listen to conflicting viewpoints.

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Rather than keeping children from arguing, encourage children to elaborate on their views.

- Interact with rather than manage children.
  Adults who *manage* (pass out instructions and warnings) rather than *interact* (play and converse as partners) prevent children from confronting and working with child–sized problems.
- Assist matter–of–factly with unresolved conflicts.
  When intervention is necessary, adults should be patient, respectful, and nonjudgmental.
  - Elicit, listen to, acknowledge children's descriptions of problems.
  - Encourage children to talk with one another about the situation they are experiencing.
  - Interpret for less articulate children when necessary.
  - Help children generate alternatives.

Elementary

Interaction Strategies

- Use the same materials as the child.
- Enter into children's conversation.
- Ask meaningful questions.
- Refer children to other children.
- Describe children's actions.
- Use self–talk (describe your actions).
- Repeat children's language.
- Restate/expand children's words.

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Utilizing the Transdiciplinary Team Approach During Daily Planning for Children with Special Needs

Denise R. Chichester
Early Childhood Special Education Teacher, Wichita, Kansas

This workshop will demonstrate a way to daily plan for children with special needs that involves the team approach to meet the needs of all children. The ECSE teacher, para-professional, physical therapist, occupational therapist, speech therapist, vision and hearing consultants are just a few people that make a classroom. Together they work as a team to brainstorm adaptions during daily planning to assist in participation and success for all children.

Teaming Approaches

*Campbell (1987) has identified three main types of team structures that have evolved:

I. *Multidisciplinary*
- Each individual makes his or her own decisions regarding discipline
- The focus is discipline centered as opposed to child-centered
- Assessments, planning, and implementation are developed with minimal input from team members.
- Service delivery is isolated within each discipline.

II. *Interdisciplinary*
- Communication may be 2-way but limited.
- Teacher works with each discipline to reach decision.
- Focus is discipline centered, as opposed to child center.

III. *Transdisciplinary*
- Communication is multidirectional and frequent.
- Decisions are reached by consensus.
- Focus is child centered.
- Daily planning includes all disciplines.
- Information and skills are shared among disciplines.
- Assessments are integrated and holistic – COR

*Campbell, P.H. (1987) *The Integrated Programming Team: An Approach for Coordinating Professionals for Various Disciplines in Programs for Students with Severe and Multiple Handicaps.*, Journal of The Association for Persons With Severe Handicaps, 12 (2) pp 107-116.

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(This is filled out daily and attached to the daily plan)

RM 4
Daily Plan Adult Support Ideas

Date: _____ **Staff:**

CHILD	SMALL GROUP	LARGE GROUP	WORKTIME
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

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Introducing Great Artists to Our Own Great Artists

Jill Claridge
Director of Educational Services, Child Study Center, Fort Worth, Texas

Cathy McFerrin
Child Study Center, Fort Worth, Texas

This presentation will be based on the book *Discovering Great Artists*. The strategies and exciting techniques of the Great Artists, Picasso & Mondrian, etc. will be simplified for use in the preschool and elementary classroom. The activities will be "hands on" experiences.

Notes

(Handouts for this session continue on the next page.)

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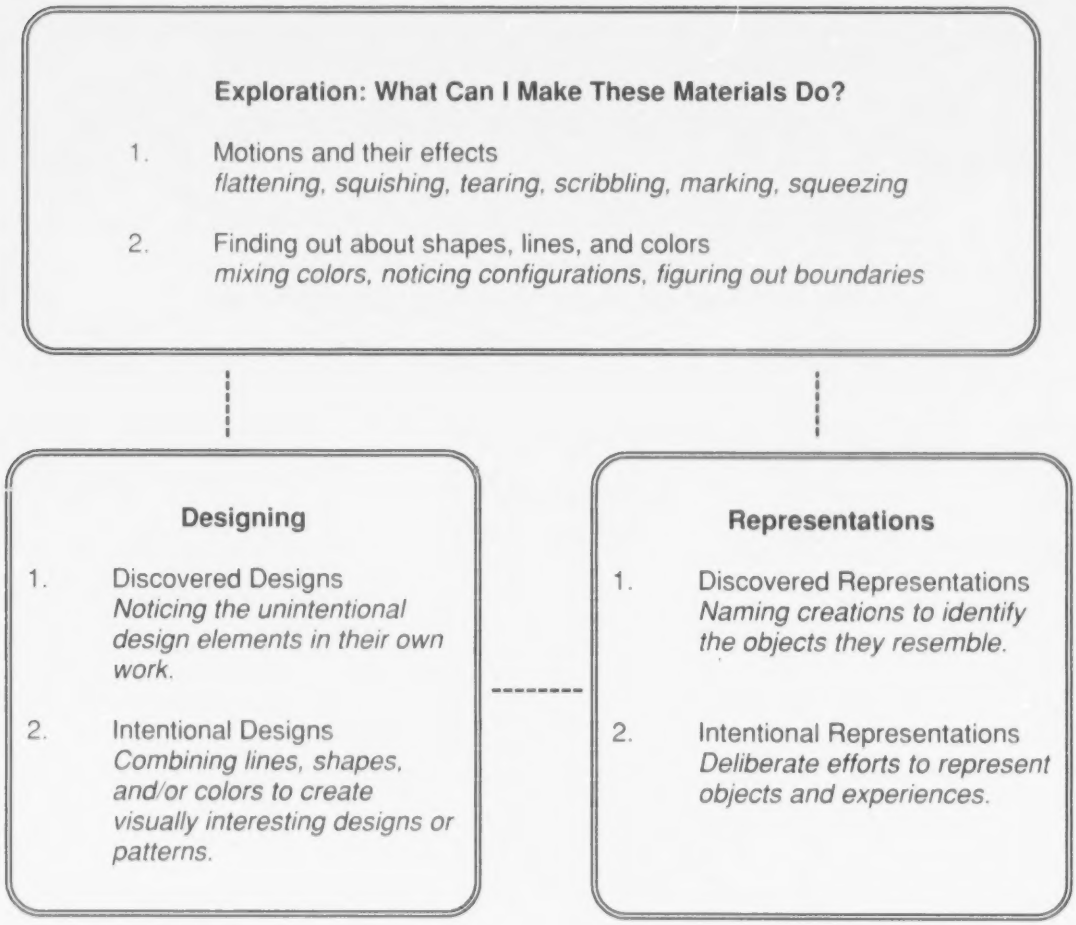
Art Development in Young Children


Exploration: What Can I Make These Materials Do?
1. Motions and their effects
flattening, squishing, tearing, scribbling, marking, squeezing
2. Finding out about shapes, lines, and colors
mixing colors, noticing configurations, figuring out boundaries
Designing
1. Discovered Designs
Noticing the unintentional design elements in their own work.
2. Intentional Designs
Combining lines, shapes, and/or colors to create visually interesting designs or patterns.
Representations
1. Discovered Representations
Naming creations to identify the objects they resemble.
2. Intentional Representations
Deliberate efforts to represent objects and experiences.

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Watch Your Language! (With Infants and Toddlers)

Joanne Dalton
Field Consultant, High/Scope Foundation
Program Trainer, Aurora Public Schools Child Development Center, Aurora, Colorado

A most important aspect in forming relationships with infants and toddlers is the language we use with them. Their behaviors call for responses different than what we might use with preschoolers. Come fine tune effective interactive strategies to implement in your work with the very young learner.

Notes

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Money: How to Write a Good Proposal

Ann S. Epstein
Director, Preschool Department, High/Scope Foundation, Ypsilanti, Michigan

This session will explore what characterizes a good written proposal to obtain program funding. Working in small groups, participants will review a set of sample proposals to determine which ones a funding agency is likely to support. The entire group will then discuss the strengths and weaknesses of the sample proposals to identify those characteristics they want to incorporate into their grant writing. At the end of the workshop, participants will have an outline for a generic proposal which they can adapt in writing their own grant requests.

"Generic" Program Proposal Outline

NOTE: Some funding agencies have a specific outline for you to follow. Whatever format you use, provide the following information in your proposal application.

I. INTRODUCTION

A. ***Attention Grabber*** — Get the readers' attention. Make them care about the subject of your proposal. Use devices such as quotes, a few powerful statistics, strong opening statements, etc. Quickly convince them that yours is a "meaningful" project that addresses a real need.

B. ***Proposal Overview*** — Provide a straightforward statement of what you are proposing to do and what you are requesting from the funder. In one or two sentences, state the content, timeline, and cost of your project.

II. PROBLEM STATEMENT

A. ***Problem/Issue Addressed*** — Clearly state the problem or issues you propose to address. Include a brief literature review, statistics, recent items from the press, etc. How technical this section will be depends on the proposal readers — a peer review panel or a non-technical advisory group. Ascertain the review process and then write for your audience.

B. ***Proposed Solution*** — Briefly state why the project/solution you propose can successfully address this problem.

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III. BACKGROUND

A. ***Institutional Credibility*** — Briefly set forth the goal or mission of your organization (including type of services offered, community/population served). Offer "proof" of your institutional credibility and reputation (e.g., research/evaluation results of past projects, testimonials from agencies and individuals served, awards and citations from other professional organizations). Convince the readers that they can trust their money to your organization. (Additional support materials can be included in an appendix.)

B. ***Program Description*** — Give a clear and concise description of your program and the services you offer. Emphasize **distinctive characteristics** and key features that make your program stand out. If necessary, put lengthy descriptive materials and back-up documentation in an appendix.

IV. PROJECT PROPOSAL

A. ***Work Statement*** — State clearly the proposed scope of work, i.e., what you intend to do. For each activity proposed, detail the tasks to be undertaken and how they will be accomplished. Include an evaluation plan to monitor the delivery of services and document their effectiveness. The clarity of this section will impress readers with your capability to complete the work.

B. ***Timeline*** — Indicate how each of the tasks listed in the Work Statement will be accomplished in chronological order. The timeline should show how tasks overlap and flow into one another. Indicate "when" and "what" products will come out of the project (such as client and service records, program manuals, progress reports, evaluation data, final reports.) Avoid promising deadlines that you know you cannot meet. Justify your timetable.

C. *Staffing* — Identify the major staff positions in the project, describe the responsibilities associated with each position, and state who on staff will fill these positions. Provide a brief statement of the relevant background of key staff members; attach resumes in an appendix.

V. CONCLUDING STATEMENT

A. *Final "Charge"* — The concluding paragraph is the proposal's final "charge." Generate a last burst of enthusiasm for the project.

B. ***Significance*** — Close the circle of your case by referring back to the basic premise of the opening statement. Finish by emphasizing again the significance of the proposed project.

VI. BUDGET DETAIL

A. ***Amount*** — Make sure the amount you propose fits within the funder's guidelines.

B. ***Content*** — The budget categories and specific activities (such as staff salaries, travel, printing costs) should follow logically from the work plan detailed in section IV.

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General Pointers Regarding Style

Remember that proposal reviewers often read many proposals at the same time; after a while brains may overload and proposals can blur together. You want your proposal to be both **readable** and **memorable** — make the reviewers' jobs straightforward yet interesting. Anticipate questions and potential areas of confusion; do the work for them. Some pointers:

- ***Language***. Use **clear** and **simple** language to communicate your points. Avoid jargon. But remember that simplicity need not be boring. You can make elegant and impassioned statements with uncluttered prose.
- ***Organization***. Be organized. Lead the readers through the proposal. Label each section and arrange the sections in logical order. Use lists, charts, and formatting devices (side headings, boldface, italics, and so on) to clarify and highlight major points.
- ***Optimal redundancy***. Use "optimal redundancy" or the right amount of repetition of major points. Don't assume that readers will remember on page 3 a key fact you stated on page 2. Play it safe and repeat (in slightly different words) the central ideas you want the proposal readers to retain about your project.

GOOD WRITING AND GOOD LUCK

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Supporting the Problem Solving Approach: Revised Trainers Agenda and Strategies

Betsy Evans
Field Consultant, High/Scope Foundation,
Director, The Giving Tree Preschool, Gill, Massachusetts

Jose Velilla
Bloomindale Family Program, New York, New York

This three hour session will explore in detail the new, revised, agenda for the standardized two day on the Problem-Solving Approach to Conflict. Discussions will cover the content areas that most often require emphasis and clarifications for participants as well as participants' reactions and concerns. The session will include background information and uses for the new video, "Supporting Children in Resolving Conflicts" and will consider responses to frequently asked questions and concerns about the video. Particular emphasis will be placed on strategies used for responding to challenges and resistance to conflict mediation strategies. Trainers are strongly encouraged to attend the Preconference Two Day on the Problem-Solving Approach to Conflict as well as this entire 3 hour session.

Notes

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Children's Interests: Where Do They Come From, Where Do They Go?

Marian "Katie" Gerecke
Child Development Faculty, Mt. San Antonio Community College,
Certified High/Scope Trainer, Early Childhood Educational Consultant,
Past President of California High/Scope Educators, Claremont, California

This workshop will help participants answer the following questions: How do children become interested in something? Are their interests fleeting or long term? How can we use children's interests to enhance the learning of the group? How far should we go with their interests? How do we make a plan from children's interests? Participants will recognize children's interests as they occur. They will gain glues for following through on children's interest in the short term and long term. Participants will learn how to integrate children's interests into their plans for their group.

Notes

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How Brain Research Validates the High/Scope Approach

Sherry Gill
Early Childhood Support Teacher, Amarillo Independent School District Pre-K, High/Scope Certified Trainer, Amarillo, Texas

Linda Webb
Early Childhood Support Teacher, Amarillo Independent School District Pre-K, High/Scope Certified Trainer, Amarillo Texas

Active learning, environment, adult-child interaction, daily routine, and assessment—the components of the High/Scope Approach are also important factors in the latest brain research. This session will give participants the basic information on brain development and learning and how this information correlates to the components of the High/Scope Wheel. As educators this information validates the importance of the High/Scope Approach.

References for More Information on Brain Research

Association for Supervision and Curriculum Development (ASCD)
1-800-933-ASCD.
*Pat Wolfe "Translating Brain Research into Classroom Practice"
*Education Leadership Magazine, Vol. 54, No. 6, March, 1997

Begley, S. (1996, Feb.) Your Child's Brain. Newsweek, 55-62.

Berk, Laura E. And Adam Winsler, Scaffolding Children's Learning: Vygotsky and Early Childhood Education, 1995, National Association for the Education of Young Children. (1-800-424-2460)

Families at Work Institute (June, 1996). Rethinking the Brain: New Insights Into Early Development. Executive Summary of the Conference on Brain Development in Young Children: New Frontiers for Research, Policy, and Practice. University of Chicago. (1-212-465-2044).

Jensen, Eric, Brain Compatible Strategies, Turning Point Publishing, Del Mar, Calif., 1997 (1-800-325-4769).

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Nash, M. (Feb., 1997). Fertile Minds, Time, 48-56.
Newberger, J.J. (1997, May). New Brain Development research—A Wonderful Window of Opportunity to Build Public Support for Early Childhood Education. Young Children, 4-9

Newsweek, Spring/Summer. 1997

Sylwester, Robert, A Celebration of Neurons, ASCD, Alexandria, VA., 1995.

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Mapping is more than Flour, Salt and Water — Ideas for Upper Grade Social Studies

Linda Gonzales
High/Scope Elementary Field Consultant
Teacher, West Point Elementary, West Point, California

Active learning takes many forms in the upper grades. What does it look like when Social Studies is the content area? Explore activities that can be adapted to many grade levels and social studies themes.

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What are the Odds? Exploring Probability and Statistics in the Upper Grades

Linda Gonzales
High/Scope Elementary Field Consultant,
Teacher, West Point Elementary, West Point, California

Much attention is given to the Number Sense and Operation strand of math but quite often the area of Probability and Statistics is overlooked. This workshop will provide participants the opportunity to explore this strand of mathematics and experience workshops adaptable to 4th through 8th grades. The focus will be to integrate multiple strands of mathematics including mathematical problem solving and communication.

What are the Odds?

Exploring Statistics and Probability in the Upper Grades

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The Average Participant

What is the average height of the participants in this workshop? What is the most common eye color? What is the average shoe size? What type of clothing do most participants wear?

- Select characteristics your group wishes to use to determine the Average Participant.
- Develop a series of questions to include in a survey.
- Take the survey.
- Tally the survey responses.
- Display the results of the survey in a model, bar graph, circle graph and/or Venn diagram.
  - ✓ Consider whether to use mean or model.
  - ✓ Tell something about the information on the graph using fractional language.
  - ✓ Label and title your results

NCTM Curriculum Standards — Grades 5–8

- Mathematics as Problem Solving
- Mathematics as Communication
- Mathematics as Reasoning
- Mathematical Connections
- Number and Number Relationships
- Number Systems and Number Theory
- Computation and Estimation
- Patterns and Functions
- Algebra
- Statistics
- Probability
- Geometry
- Measurement

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Statistics

- Use statistical methods to describe, analyze, evaluate and make decisions.
  - know concepts of range, mean, mode, median
  - organize and display data in appropriate graphs
  - use fractions, decimals, percentages, ratios, proportion
  - identify the characteristics and limitations of different samples

Probability

- Create experimental and theoretical models involving probabilities.
  - represent all possible outcomes for events in an organized way and express the probability of each
  - represent probabilities as ratios, proportion, proportions, decimals
  - disjoint events
  - independent and dependent events

Why Teach Probability and Statistics?

- *Our society is increasingly making use of ideas found in statics and probability. Students need to develop skills that enable them to live in this statistical society so they will not be misled or blinded by statistics.*

  —Marilyn Burns. *Teaching About Mathematics*

  - Real applications of Arithmetic
  - Helps student s develop critical thinking

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What Skills and Concepts in Probability and Statistics Should be Addressed?

- Considering the Problem
- Collecting Data
- Sampling
- Organizing and Representing Data
- Interpreting Data
- Assigning Probabilities
- Making Inferences

Getting Started

- Begin with the students' interests and experience....
  - Frame the questions
- Challenge intuition
  - Predict what should happen
- Test Predictions
  - Choose methods of investigation
  - Decide how to organize the data
  - Engage in **Dialogue** and Discussion
  - Reflect, clarify and extend ideas

Sources & Additional Information

- Marilyn Burns materials, *Math Solutions Publications* distributed by Cuisenare Company
- Used Numbers, Dale Seymour Publications
- *Mathland* and *MathScape*, Creative Publications
- Exemplars, www.exemplars.com
- Cuisenaire/Dale Seymour Publications
- Kappan, February 1999
- Eisenhower National Clearinghouse

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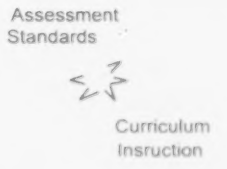
Implementing Standards Using the High/Scope Model

Linda Gonzales
High/Scope Elementary Field Consultant
Teacher, West Point Elementary, West Point, California

With the implementation of Standard–based curriculum, what is the role of High/Scope? What about the Key Experiences? This workshop will explore the cycle of learning in use in a Standards–based program and how High/Scope can enhance the instruction.

A Cycle for Learning



Implementing Standards Using the High/Scope Model

Why are we talking about Standards?

- Standards help us to achieve equity in schooling
- Standards help students take responsibility for their own learning
- Standards reduce the subjectivity of grading
- Standards provide focus for organizational practices
- Standards add professional dimension to teaching
- Standards provide a way to hold schools accountable

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What are Standards?

Standards are clear statements about what students should know and be able to do...

Content Facts, concepts, principles skills, processes students should know

Performance Level of expected performance for meeting content standards

How do standards affect classroom instruction?

- "To begin with the end in mind means starting with a clear understanding of your destination. It means to know where you're going so you better understand where you are now so that the steps you take are always in the right direction."

  — Stephan Convey, Seven Habits of Highly Effective People

How do standards affect classroom instruction?

- Insure that all students have a fair chance
  - *If we expect students to do excellent work, they have to know what excellent work looks like."*

    — Dr. Grant Wiggins
  - *"...instruction includes information about not only what a particular technique is, but how and when to use it."*

    — Dr. David Perkins

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How do standards effect classroom instruction:

- Moves away from measuring students against each other
- Aligns curriculum in an ever increasing spiral — each level building on previous work and understanding
- All parties — students, parents, teachers — know what students should know and be able to do

What is the role of Key Experiences?

- Key Experiences describe learning experiences children are expected to encounter over and over again through their classroom interactions.
- Key Experiences apply a general experience to a variety of contexts.
- Key Experiences can guide adults' interactions with students

What is the role of Key Experiences?

- Key Experiences assist adults in understanding and working with the normal and expected differences in children's individual development as well as their learning styles and preferences.
- Key Experiences emphasize exercising thinking abilities in varied contexts— application and problem solving.

How do standards affect assessment?

- Need to balance knowing and doing...
  Moves from factual knowledge to application
- Focus on understanding
  To know not only what but how and why
- Assessment becomes a source of information for students and teachers

  "Students can hit any target they can see and that doesn't move."

  — Dr. Richard Stiggins

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Staff-Parent Interactions: A Partnership Approach

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What do staff really hear when parents wonder if High/Scope is preparing their children for future success? How do they react to the questions and comments about our curriculum approach to active learning and planning with children's interests in mind? In this session we will examine ways for staff and parents to engage in a partnership approach that provides opportunities for listening and learning from each other. Our particular focus will be on parent meeting times and individual parent–staff conferences.

The following workshop agenda with its accompanying handouts is excerpted from High/Scope's *Teacher's Idea Book 4: Workshops for Parents* which will be published by High/Scope Press in Fall 1999.

Advocating for Your Child Workshop Agenda

Objectives

- To look at the definition of advocacy and how it applies to our children.
- To examine situations where advocating for our children seems appropriate.
- To discuss how parents can effectively communicate advocacy messages to others.

Materials

- Chart pad paper and markers
- Prepared chart that defines *advocate*
- Handout titled "Advocacy Communication Tips"

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• Handout titled "When to Step In, What to Say"

Introduction

1. Thank parents for attending. Tell them the meeting will center on advocating for their children in situations where their child comes in contact with another person whose child-rearing style is different from the parent's. The workshop will focus on what it means to advocate for their child and on ways they can effectively communicate their messages to others.

Opening Activity

2. Ask parents to find one or two other parents to meet with. Ask parents, working in these small groups, to think about and share one child care issue in which they differ with their partner, a neighbor, a grandparent, a friend, or a teacher. Examples might include the kinds of foods children eat, expectations for table behavior, the age at which a child gives up a pacifier, whether a child wears dress-up clothes when they attend church, whether children can swim naked in a backyard wading pool, how a child who is having a temper tantrum in the grocery store should be handled. Ask them to be specific about the conflicting expectations they have faced, describing some of the actual comments or nonverbal messages they have received.

Central Ideas

3. With the whole group generate two separate charts based on the discussion parents had in the opening activity. The first chart lists the issues parents discussed that have created tension for themselves or their children. This list will be similar to the issues listed under step 2. The second chart includes the comments or nonverbal messages that have been communicated surrounding that issue. These might include statements such as, "She's too old for that pacifier. It'll ruin her teeth." "Do you just let your kids run around naked all summer?" "You know, my older son has a pair of dress-up shoes that might fit your boy."

4. Acknowledge that the above lists represent some real "hot button" issues that all families face when raising children in ways that are not exactly like the ways people around them might choose to raise their own children. Explain that you will be spend the remainder of the meeting looking at what it means to be an advocate and how advocating for children might apply to the situations parents described above.

5. Show parents the definition you have prepared on chart paper prior to the meeting. The definition used here is: ADVOCATE-- *1. to speak, plead, or argue in favor of . 2. one that pleads in another's behalf.* Add a list of these synonyms: *backer, spokesperson, champion, protector, supporter; defend, endorse, argue for.*

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6. Ask parents to look back at the original list of issues they generated and decide which ones they think are "hot button" issues they would choose to tackle under the above-stated definition. For example, speaking to a stranger on behalf of the child who is having a temper tantrum in the grocery store might not be as worthwhile a cause as speaking to a grandparent or teacher on behalf of a child who still uses a pacifier.

7. After parents have thought about and discussed which issues are central to their own lives, pass out the handout "**Advocacy Communication Tips.**" Review each point with the group as a whole and encourage parent comments and questions.

Reflections and Ideas for Application

8. Pass out the handout, "**When to Step In, What To Say.**" Ask parents to meet in small groups and follow the directions written on the handout. When they are finished, ask each small group to share with the whole group one or two ideas from those they generated.

Follow-up Plans

9. Ask parents to keep a journal or a diary of the times when they felt they needed to advocate for their child or the times when they successfully did so. Ask them to bring them to the next parent gathering and spend the first few minutes discussing their experiences.

Advocacy Communication Tips

1. Observe closely the reactions of your child to other people's opinions about "hot button" issues. Use those observations to guide you in deciding what the next steps will be for you and your family.

2. In situations where another person expresses a negative opinion when the child is present, respond to it by speaking directly to your child, being sure to fairly represent all points of view. Do not express judgements of right or wrong, good or bad. Focus instead on the differences of opinions that people have and connect those differences to other differences your child can understand. For example, you might say something like "Grandma thinks pacifiers should just be for babies, but older children also use them. That reminds me of how some 3-year-olds still wear diapers and some don't."

3. Plan a few pat responses to rely on in surprise situations. For example saying to your child, "Pacifiers can be very comforting, even when children are older," may help you out of an uncomfortable encounter in a grocery store line when a stranger tells your child they are too old to be sucking one. As in the example above, rely on responses that respond to both your child and the person who made the negative comment.

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4. Stick to the issue and other people's reactions to the issue, NOT the child's behavior. An easy way to do this is to simply describe the behavior and the person's reaction in a general way. For example, "You are doing something she doesn't like, and she's telling you what she thinks."

5. Check back with your child after the heat of the moment, and provide ample opportunity for discussion. Acknowledge and deal with feelings surrounding the issue from all points of views: your child's, your own, and the other party's.

6. You may feel it is necessary to talk with the other adult about the issue when the child is not present. In such discussions remember to stay calm, acknowledge the other person's opinion, and state your own point of view. Focus on the impact of the conflicting expectations on the child. For example, "I know you think she's too old to suck a pacifier, but we know it helps to comfort her in new situations. It must be confusing to her to hear such different messages."

7. Recognize that there might be times when the other person's opinions/child-rearing practices are so opposed to yours that you have to decide in the future to limit the child's contact with that person or the situation.

When To Step In, What To Say

Directions: Read the following vignettes. As a group, discuss whether or not you would step in and act as an advocate for your child in each situation. Write down the specific words you might say in support of your child.

Scenario #1: You are in the elevator of a local library, riding up and down as your child plays with the elevator buttons. Your child is fascinated with pushing the numbers to indicate what floor to stop at. As the door opens an elderly women gets in. She raises her cane to push her desired floor number, and your 3-year-old child shouts, "Stop." She turns around, leans down low, and says, "You're a brat. I used to be a schoolteacher and you're a brat." Your child moves closer to you, and puts her arms around your leg. Everyone else in the elevator is silent.

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Scenario #2: You pick your 4-year-old son up at his child care center earlier than expected. It is nap time and you see him sitting on his hands on a chair next to his cot. He starts to cry when he sees you and tells you his teacher makes him "sit on his hands until they get cold and hurt." You know that he is a thumb-sucker and often sucks his thumb while settling into his bedtime routine.

Scenario #3: You are celebrating a special meal with extended family members at the home of your mother. Your 5-year-old daughter has only eaten part of the food on her plate. The dessert cake comes to the table and as your mother puts it down she says to your daughter, "You can't have a piece until you finish eating all your food." Ten minutes later your child is still sitting and has not yet eaten any more.

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Joshua

The High/Scope Child Observation Record (COR) for Ages 2.5-6 months is an assessment instrument designed for use with children aged 2 years 6 months to 6 years 0 months in early childhood settings, including preschools, day care programs, home-based programs, and Head Start programs. After keeping anecdotal records of the child's behaviors in regular activities over several weeks or months, the observer completes this form by noting behaviors that best characterize the child's experiences in each of six general curriculum areas. The assessment focuses on child-initiated behaviors, that is, actions that the child undertakes independently rather than in response to adult directions. Some of the observations program staff have made about your child in each of the six areas are summarized below.

Child's name: Joshua
Date of birth: 02/17/95 Age: 3
Date observations began: 09/15/98
Date this form completed: 11/13/98
Center: High/Scope Demonstration Preschool
Class: Preschool 1998-1999
Completed by: Rosie Lucier and Sue Gainsley

*** Initiative**

Joshua indicates desired activity, place of activity, materials, or playmates with a short sentence. He uses one method to try to solve a problem, but if unsuccessful, gives up after one or two tries. Joshua participates in program routines when directed to do so.

10/15/98: At planning time Joshua drew a "skinny computer" and a "silly mouse" on a note card to indicate his work time plan. He then went to the computers.

11/04/98: During work time in the block area Joshua noticed that one of the blocks needed a screw tightened. Rosie gave him a screw driver and he first tried pushing the screw back in, then put the screw driver in the screw and pushed on the top of the screw driver, then tried putting the block on the floor and screwing it and lastly began turning the screw driver in a conventional manner.

11/10/98: After work time Joshua picked up the things he had used, washed his hands, and sat down at the table ready for recall without being told.

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*** Social Relations**

Joshua initiates interactions with familiar adults.

11/09/98: At work time at the art table, Joshua made "hot coffee tea" for Sue by putting play dough in a cup. When Sue commented that it was too hot to drink, Joshua used scissors to cut off the "hot parts" of the play dough. He gave the cup back to Sue and said "It's nice and cool now."

11/12/98: At work time in the book area, Joshua joined Sue, who was playing with Legos. He chose a couple of Lego people out of the box and pretended that they were fighting. Joshua used one of the figures to tell Sue that she was under arrest!

*** Creative Representation**

Joshua uses materials to make a simple representation and says or demonstrates what it is (says a stack of blocks is a tower; says a stack of balls is a snowman). He draws or paints simple representations (a ball, a house). Joshua assumes the role of someone or something else, or talks in language appropriate to the assumed role.

10/29/98: During work time in the book area Joshua stacked two blocks and called it a boat. He used ribbon and called it a "fishing pole" and pretended to reel in a "shoe" and "salmon."

11/10/98: At work time at the art table, Joshua made a "rocket" out of play dough. He counted backwards from ten and made the rocket blast off the table.

11/12/98: At work time in the block area, Joshua stood three hollow blocks on end and said that they were the "controls". He explained that one block made a "beep", one made a "honk", and one was the "emergency". He then built a "boat" around the controls using bigger blocks. He added a steering wheel and said "Mine's a motor boat."

*** Music and Movement**

Joshua alternates feet while walking up the stairs without holding on to the bannister; tosses and catches a ball or a bean bag. He responds to the beat of songs or instrumental music with simple movements (patting knees to the steady beat). Joshua follows spoken instructions for a single movement ('Raise your hands').

09/25/98: At small-group time, cut narrow paper strips into pieces with the scissors, and glued them on another piece of paper.

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11/05/98: During large-group time Joshua followed Rosie's movements during the Early Childhood Fitness Routine to the beat of La Raspa.

11/13/98: When Joshua was on the swing outside he pumped his legs back and forth and said, "It makes me go high."

*** Language and Literacy**

Joshua uses sentences that include two or more ideas with descriptive details ('I stacked up the red blocks too high and they fell down'). He asks people to read stories or signs or notes.

10/14/98: At work time at the doll house, Joshua picked up one of the dolls and said, "This one is flexible because he can move his legs." Then he demonstrated the dolls flexibility.

11/09/98: At snack time, Joshua examined his lemon snap and commented, "I love these cookies because on the bottom they have smooth and on the top they have bumpity bumps."

11/10/98: During gathering time Joshua chose the How Spider Saved Thanksgiving book and gave it to his mother to read to him.

*** Logic and Mathematics**

Joshua correctly uses the words not, some, or all in conversation. He uses comparison words correctly ('This one is bigger than that one'). Joshua correctly counts four to ten objects. He uses words that describe the relative positions of things (over, under, behind, in front of).

09/15/98: At work time on the rug, Joshua said to Rosie, "When I'm young I go to High/Scope. When I'm older, I go to kindergarten."

09/25/98: At work time, in the block area, built a boat to sit on and told Sue, "My boat doesn't have a steering wheel, it has oars. It goes left and right and forward."

09/28/98: At work time at the computer, while watching the carousel character on the Reader Rabbit Toddler program, Joshua said. "He's going up and down, but not forward and back."

11/11/98: At planning time Joshua and Robin chose pegs out of a paper bag. Joshua said that his peg was "longer" than Robin's peg.

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Contessa

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Child's name: Contessa
Date of birth: 08/05/94 Age: 4
Date observations began: 09/10/98
Date this form completed: 11/13/98
Center: High/Scope Demonstration Preschool
Class: Preschool 1998-1999
Completed by: Sue Gainsley and Rosie Lucier

*** Initiative**

Contessa indicates a desired activity or place of activity by saying a word, pointing, or some other action. She joins with others in carrying out complex and varied sequences of activities. Contessa participates in program routines without being asked.

11/04/98: Tessa got the juice out of the refrigerator and put it on the table during snack time after she noticed her name on the snack chart.

11/09/98: During planning time Tessa used the planning wheel and chose to work at the water table with the "worms".

11/10/98: At work time, Tessa and Lydia set the housekeeping table with dishes and plastic fruit. They made "syrup" by putting crayons in a syrup bottle, and pretended to pour it on their plates. Each called the other "sister" as they played. They then moved to the block area, sat on the pile of carpet squares and pretended to row their "boat". They then set out the carpet squares on the floor and used them as "beds".

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*** Social Relations**

Contessa initiates interactions with familiar adults. She works on complex projects with other children (shares labor, follow rules). Contessa is identified by a classmate as a friend. She sometimes attempts to solve problems with other children independently, by negotiation or other socially acceptable means.

09/10/98: At work time at the cornmeal table, when Terrell wanted Tessa's sifter. Tessa said "There are more," getting Terrell another purple sifter from the bin.

09/25/98: At gathering time, asked Beth why she had a pen, and when Beth told her it was to remember some things that children did, Tessa told her "I really had fun looking at books. Write it down."

10/05/98: At snack Amani said, "I'm Tessa's friend."

*** Creative Representation**

Contessa uses materials to make a simple representation and says or demonstrates what it is (says a stack of blocks is a tower; says a stack of balls is a snowman). She draws or paints representations with many details. Contessa engages in cooperative pretend play with another child.

09/30/98: At recall time, when asked to draw a picture of what she did at work time, Tessa drew "Erik", including hair, facial features, legs and arms. She also drew a "computer"after asking Sue if it was ok if it did not look like a computer.

11/02/98: At work time in Art Area, used play dough and made a "cookie" and said "Here's a cookie" and gave it to Mary to eat.

11/04/98: During work time Tessa, Lydia, and Amani pretended that they were "sick babies in their bed" Hollow blocks were used to place their food on, towels were used for blankets, and wash cloths were used as tissues. The play lasted for 30 minutes.

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*** Music and Movement**

Contessa fits materials together and takes them apart (pegs and pegboards, nuts and bolts). She responds to the beat of songs or instrumental music with simple movements (patting knees to the steady beat). Contessa follows spoken instructions for a single movement ('Raise your hands').

10/20/98: At small-group time, Tessa fit together the plastic gears and matching pieces.

11/03/98: During work time Tessa and Lydia strung beads to make a "necklace" and said, "This is a necklace so I can be Arial (mermaid)." Then they asked Rosie to tie it around their necks.

11/10/98: At large-group time Tessa copied Sue's movement directions during the song Do What I am Doing. She then took a turn as the leader and chose a way to move for others to copy.

*** Language and Literacy**

Contessa uses sentences that include two or more separate ideas. She identifies some letters and numbers. Contessa copies or writes identifiable letters, perhaps including own name.

09/10/98: At work time at the computers, Tessa typed "TESSQQA" looking at her name tag to match the letters on the keyboard. She said the letters "T,E,S". She picked the "Q" while looking for the lower case "A".

09/17/98: During gathering time, while reading The Land of Many Colors, saw the word stop and said "That spells stop; S T O P."

09/18/98: Outside on the tire swing, Tessa said, "Push me high, before I get all hot and dizzy and sick."

*** Logic and Mathematics**

Contessa correctly uses the words not, some, or all in conversation. She uses comparison words correctly ('This one is bigger than that one'). Contessa correctly counts four to ten objects.

09/28/98: At snack time Tessa poured milk in her cup and said "I have more than him," indicating Joshua's cup.

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10/07/98: At greeting time, Tessa listened to the One Green Frog story and pointed to the number symbols and correctly identified them up to nine. She then pointed to each object as she counted groups up to nine.

11/11/98: At small group time, while playing with different size bears and cube blocks, Tessa said "these are all the same." She pointed to the green bears and green blocks she had grouped together. She then grouped big green blocks with the big green bears and likewise with the other blocks and bears.

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The Spirit of Playfulness

Michelle Graves
Writer-Consultant, High/Scope Foundation, Ypsilanti, Michigan

Establishing a supportive environment for young learners involves recognizing the educational impact and importance of childhood play experiences. In this session we will look at ways adults can trusts, share, and support children in their individual interests and intentions.

Strategies for Playing as a Partner with Young Children

Look for Natural Play Openings

Join Children's Play on the Child's Level

Play in Parallel with Children

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Play as a Partner with Children

Refer One Player to Another

Suggest New Ideas Within Ongoing Play Situations

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Storytelling with Persona Dolls

Debbie Handler
Field Consultant, High/Scope Foundation, Colleyville, Texas

Come discover Persona Dolls and their uses for storytelling. The stories are based on real life issues that are important to children.

Be calm;
dry the living springs that fill
your children's eyes.
Console them with stories."
From Greek play "*Heracles*", Lines 97-102
Translated by Gilbert Murray

Adopting Your Persona Doll

1. Choose a doll. Develop the identity of the persona doll. (i.e. culture, language, extended family, where they live, family structure — parents & siblings, names and ages.) Be aware of any possible stereotypes that you included in the life history. Dolls should reflect the children in the classroom.

2. Name the persona doll. Develop personality characteristics of the persona doll.

3. Identify possible anti-bias issues in your classroom.

4. Your persona doll can help address these issues and be used as a problem solving tool with your class. (For example, a child in a wheelchair is enrolling in your classroom. A persona doll in a wheelchair could help the children in your classroom understand issues involved.)

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Telling the Story

The stories associated with the persona doll are based on real life issues that are important to children. It can vary from a child taking a toy away to a child losing a parent.

Introduction: The first time you introduce the doll, you will tell the doll's identity and life history. Once the children are familiar with the doll, you will only need to remind them of a few characteristics.

Problem Set-up: Let the children know that there is a problem that needs solving.

Identify Feelings: The ability to identify feelings and understand how actions make others feel are part of the process of using persona dolls.

Problem Solving: Ask the children to help solve the problem.

Solution: Always come up with an ending that resolves the problem for the persona doll taken from the suggestions of the children.

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Literacy in Play

Brenda L. Hanthorn
Field Consultant, High/Scope Foundation
Elementary Principal, School District of Lancaster, Manheim, Pennsylvania

This session examines the uses of assessment to guide interaction and instruction. Through the use of the assessment tool "Literacy in Play", we will examine ways to model, prompt and assess literacy development of preschool children. This information will be used to guide planning.

Guidelines For Documenting Anecdotes

1.) Date

2.) Context: Beginning
- where/who/when
  (initials/abbrev.)

Middle
- what happened
- describe ch's. actions – document ch's. lang. in quotes

End
- outcome
  (sometimes)

3.) Stick with the Facts:

- "paint a picture"
  (not what you assume/think)

4.) Be Brief:

- but include meaningful detail

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Assessing Literacy in Play

1. Observe children.
2. Write objective anecdotes that portray literacy levels of individual children.
3. Collect and date artifacts of children's writings.
4. Categorize the anecdotes.
5. Date the appropriate level that reflects the anecdotes.

This is a list of some suggested literacy props that can be added to each area.

Art/Writing/Construction Area
area sign with pictures and words
labels with pictures and/or words
letter cookie cutters
pencils
pens
markers
crayons
chalk
additional writing/drawing tools
stamp pads/stampers
magazines
stencils
envelopes
stationery/cards
index cards
additional paper supplies
book making materials
clip boards
catalogs
construction materials

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Suggested books:
Alphabatics – Suse MacDonald
Alphabet City – Stephen Johnson
Chick Chicka Boom Boom – Bil Martin, Jr. & Jim Archambault
Color Dance – Ann Jonas
Little Blue & Little Yellow – Leo Lionni
Mouse Paint – Ellen Stoll Walsh
My Crayons Talk – Patricia Hubbard
My Drill – Lyn Sandow
My Hammer – Lyn Sandow
My Pliers – Lyn Sandow
My Saw – Lyn Sandow
My Screwdriver – Lyn Sandow
My Wrench – Lyn Sandow
The Art Lesson – Tomie dePaola
The Artist – John Bianchi

message board
story props for retelling
picture dictionary
magazines and newspapers
bookmarks
library cards/pockets
picture file
Viewmaster with story reels

Computer Area
area sign with pictures and words
labels with pictures and/or words
monitor
printer
mouse
keyboard
modem
disk drive and memory capacity
speakers
software programs appropriate for young children and their literacy development
interactive software that promotes listening and music
books that correspond with software

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House Area

area sign with pictures and words
labels with pictures and/or words
telephone books
address books
cookbooks
message pads
pens/pencils
paper
magazines/newspapers
store coupons
grocery shopping lists
empty food boxes
environmental print –ex: McDonald's boxes
sequence rebus cards of recipes
cooking props
photographs and dictation of children playing in the house area
letter cookie cutters

Music/Movement Area

area sign with pictures and words
labels with pictures and/or words
variety of developmentally appropriate musical instruments
tape player with songs, music and recorded stories
labeled buttons on the tape player
songbooks for singing and playing instruments
illustrated song books
photographs and captions describing movements
rebus text that provides a sequence of songs/stories
stop and go signs
song charts
recordings of children singing songs/talking

Suggested books:

Arroz Con Leche – Lulu Delacre
books that are familiar songs–for example: *Five Little Ducks*, Ella Jenkins, Nursery Rhymes
Clap Your Hands – Lorinda Bryan Cauley
Let's Get the Rhythm – Anne Miranda
From Head to Toe – Eric Carle
Shake My Sillies Out –Raffi
Silly Sally – Audrey Wood
Zin! Zin! Zin! a Violin – Lloyd Moss

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Sand/Water Area

area sign with pictures and words
labels with pictures and/or words
sequence cards or posters with words representing how to make sand castles, mud pies, full and empty, washing babies, washing dishes
index cards
paper
pens/pencils
markers
tape
photos of children playing in the area with dictation
labeled containers for measuring
traffic signs for vehicles in the sand
foam and sponge letters

Suggested books:

Look Closer – Peter Ziebel
Planting a Rainbow – Lois Ehlert
Red Leaf, Yellow Leaf – Lois Ehlert
Very Hungry Caterpillar – Eric Carle
Very Lonely Firefly – Eric Carle
Very Quiet Cricket – Eric Carle

Toy (Manipulative) Area

area sign with pictures and words
labels with picture and/or words
puzzles with labels, letters, and words
alphabet puzzles
name puzzles
puzzles relate to stories and themes
memory games
picture/word lotto games
simple boards games
card games
patterning blocks with pattern cards
etch a sketch
magnadoodle
family characters
magnetic letters
letter blocks
wooden letters

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Outdoor Area
environmental print
child-created signs
colored chalk
paintbrush – water
books and a blanket for large–group, small–group, and individual reading

Suggested books:
Animal Tracks – Arthur Dorrus
Bear Shadow – Frank Asch
Flower Garden – Eve Bunting
In the Tall, Tall Grass – Denise Fleming
In a Small, Small Pond – Denise Fleming
In the Snow: Who's Been There? – Lindsay Barrett George
Jack's Garden – Henry Cole

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School District of Lancaster
Literacy In Play
Pre-Primary Assessment
Anecdotal Information

Child's Name: _____

Book Awareness	Book Handling	Responding To Literature

School District of Lancaster
Literacy In Play
Pre-Primary Assessment
Anecdotal Information

Child's Name: _____

Print Awareness	Writing Awareness

COR-PC and COR-Mac: The Computerized Versions of the High/Scope Child Observation Record

Charles Hohmann
Elementary Curriculum Coordinator, High/Scope Foundation, Ypsilanti, Michigan

COR on the computer: A hands-on introduction to the computerized COR assessment software. An overview of entering and scoring child observations on the computer. We'll also look at profiles, parent reports and class summaries generated by the computer. We'll introduce the new COR for Windows and also use COR for Macintosh.

Note: You must preregister for this session. Space is limited. Please preregister at the Conference Registration Table for one of the three scheduled offerings on Thursday, if you have not already done so. An additional materials fee of $20.00 covers the added cost of the computer facilities; however, $10 of this fee may be credited towards the purchase of the COR-PC software box — **limit: $10 per box.**

Anecdotes to Enter on the COR-PC/COR-Mac

1. Outside, put all the large rocks in one pile and all the small rocks in another, telling Stevie, "These ones are still too small."

2. At clean-up time, put all the dress-up clothes back on the hooks without being asked.

3. At greeting circle, told Beth, "My book is a little bit bigger," when really it was the smallest book.

4. At snack, told Becki about going to the grocery store and buying a "surprise secret cake" for her mom's birthday, and about how she made the placemats for the party.

5. At planning, told Beth, "Well, I want to make a bow and arrow, but first I have to find a good stick and then cut the yarn and tape it to the end of it to make it stay on the stick part."

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6. At work time, built a "house" with a "porch, baby room, sidewalk, and window" out of the large hollow blocks.

7. Outside, asked Jaleesa if she wanted to play with her on the tire swing.

8. At work time, patted on her knees to the beat of the Sneaky Snake music she put on the tape recorder.

9. At small group time, counted out 6 pegs from the basket.

10. At work time, told Paul, "That makes me mad!" when he knocked over her block tower.

11. At small group time, made up a story "All about my family." Wrote the words "MOM," "DAD," and "ARVO" in her book.

12. During work time, tried to get her dress-up skirt to stay up, first pulling it way up to her armpits, then tucking it into her pants, and finally using masking tape and taped it to her shirt (and was successful).

13. Outside, told Sam, "Teacher, she took my bike and I want it back."

14. At work time, painted a picture of a "scary monster" with a "head," "body," and "scary teeth."

15. Zipped up her own coat before she went outside.

16. At work time, in the house area, told Julia, "Not there, look behind that blue dress," to find the yellow lunch box.

17. At work time, picture read the *Are You My Mother?* book to L.J.

18. At work time, told Becki, "Teacher, will you come and play with us? You could come and visit our cabin and we'll make you some supper."

19. At work time, threw beanbags up in the air and caught them.

20. Told Sam she wanted "some cheese" but "not any crackers" at snack time.

21. At work time, arranged five crayons on the floor from largest to smallest.

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22. At work time, took all the blocks off the shelf, got a blanket and a pillow, and put them on the shelf. Climbed on the shelf and said "SHHHH, now I'm going to take a little nap in my bunk bed."

23. At large group time, told Beth, "I want to sit by Douglas. He's my best friend."

24. Came into school saying in a high voice, "Meow, I am a baby lion and I'm gonna be in your school today," and crawled over to the greeting circle area.

25. Followed Becki's two-part verbal directions to put her hands on her head and then her knees, her ears and then her feet.

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COR–PC and COR–Mac: The Computerized Versions of the High/Scope Child Observation Record Advanced Tips and Troubleshooting

Charles Hohmann
Elementary Curriculum Coordinator, High/Scope Foundation, Ypsilanti, Michigan

COR on the computer: Advanced tips and troubleshooting. For the experienced COR-on-computer user. Come with your How can I do this? and other COR for computer questions. Includes COR for Windows, COR for Macintosh, and COR-PC software.

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Schedules and Routines for Infants and Toddlers: Organizing the Day for Active Learning

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

What do sensory-motor children do? How can we support and accommodate their explorations and initiatives during eating, bodily care, napping, greetings and reunions, choice time, outside time, and group time? This session will look at the infant and toddler day as an ongoing opportunity for active learning.

Guidelines for Organizing Daily Schedules and Caregiving Routines

Create a daily schedule that is predictable and flexible.

- Organize the day around regular daily events and caregiving routines. Include
  - Greetings and reunions
  - Choice time
  - Outside time
  - Group time
  - Meal time
  - Bodily care
  - Nap time
- Follow the overall daily schedule consistently.
- Accommodate children's natural rhythms and temperaments.
- Flow smoothly from one interesting experience to the next.

Incorporate active learning and adult support into each part of the day.

- Be patient with children's interest in materials.
- Value children's need for sensorimotor manipulation and exploration.
- Share control of the day with children by giving them choices.
- Be alert to children's communications and talk throughout the day.
- Provide ongoing adult support throughout the day and from one adult to the next.
- Look at children's actions and communications through the lens of key experiences.

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An Update on the Infant and Toddler COR

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

Polly Neill
Research Project Coordinator and COR Developer,
High/Scope Foundation, Ypsilanti, Michigan

In this session we will look at the field-test version of the infant and toddler COR and what we have learned so far from our field-test crew about infant and toddler observation and anecdote collection. We will also look at new directions for the contents of "The BOX" to streamline scoring the COR and sharing child development information with parents.

Infant and Toddler COR Items
(1999 Field Test Version)

I. Sense of Self
- A. Expressing initiative
- B. Distinguishing self from others
- C. Solving problems
- D. Developing self-help skills

II. Social Relations
- E. Forming an attachment to a primary caregiver (in a parent's absence)
- F. Relating to unfamiliar adults
- G. Relating to another child
- H. Expressing emotion
- I. Developing empathy
- J. Developing social play

III. Creative Representation
- K. Pretending
- L. Exploring building and art materials
- M. Responding to and identifying pictures and photographs

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IV. Movement
- N. Moving parts of the body
- B. Moving the whole body
- P. Moving with objects
- Q. Moving to music

V. Communication and Language
- R. Listening and responding
- S. Communicating interest non-verbally
- T. Participating in communication give and take
- U. Speaking
- V. Exploring picture books
- W. Showing interest in stories, rhymes, and songs

VI. Exploration and Early Logic
- X. Exploring objects
- Y. Exploring categories
- Z. Developing number understanding
- AA. Exploring space
- BB. Exploring time

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When We Disagree: Resolving Conflicts with Adults

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

In this session we will consider conflicts staff are apt to encounter with team members and parents, and how to modify and use the problem-solving steps to work together toward a resolution.

Steps in Resolving Conflicts with Adults

1. **Approach calmly.**
   Calm yourself, mentally acknowledging your own feelings.
   Prepare yourself to listen.
   Use a calm voice and gentle body language.
2. **Acknowledge adults' feelings.**
   "You look really upset." "I can see you have very strong feelings about..."
3. **Exchange information.**
   Take turns describing the details of the problem situation and your specific needs.
   Use "I" statements rather than "you" statements.
   Listen attentively as the other person speaks. Remember, this is a dialogue, not a debate.
4. **Look at the problem from the child's viewpoint.**
   "What is the child showing or telling us through actions or words about...?"
   "How do our adult needs relate to the child's needs?"
5. **Restate the problem.**
   "So the problem is..."
6. **Generate ideas for solutions and choose one together.**
   "What can we do to solve this problem?"
   Together, brainstorm ideas for solutions.
   Select an idea and co-design a strategy to try.
7. **Be prepared to follow up the problem.**
   Take turns describing how the strategy is working.
   If necessary, make adjustments together or return to step 6.

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Working in Teams to Support Parents and Children in Infant and Toddler Settings

Mary Hohmann
Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan

It takes a lot of work and team work to ease children and families into the group care setting. In this session, we will recall our own transitions and examine ways create welcoming environments for children and parents. We will look at the enrollment process and underlying ideas that can help to make it work as smoothly as possible.

Working in Teams

Caregiver Teams

- Remain together from one year to the next.
- Meet for daily team planning.
- Practice open communication.
- Make joint decisions about
- Space and materials
  - Schedules and routines
  - Roles and responsibilities
- Observe children throughout the day.
- Discuss, interpret, and record child observations, using the key experiences as a guide.
- Plan ways to support individual children.

Caregiver-Parent Teams

- Caregivers and parents are guided by the following practices:
  - Role separation
  - Open communication
  - Focus on parents' strengths
  - A problem-solving approach to conflict
- Caregivers create a welcoming environment for families.
  - Establish a family room or space.
  - Approach families in a friendly, respectful manner.
- Caregivers establish a family-centered enrollment process:
  - Recall your own transitions.

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- Organize enrollment materials including information forms and permissions, center policies, parent and/or center responsibilities, center calendar, early learning overview, enrollment-process steps.
- Host visits to the center.
- Make a home visit.
- Support and learn from the parent-child pair through a series of settling-in visits.

- Caregivers exchange observations with parents, but leave "firsts" to families.
- Caregivers encourage parents to participate in the center.
  - Parents join their child at the center.
  - Parents attend parent-caregiver meetings.
  - Parents participate in center-related projects.
  - Parents read and write center-related materials.

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Ladies and Gentlemen: Start Your Fine Motors

Diana Jo Johnston
Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan

This workshops will introduce a variety of activities for elementary classrooms that help develop and strengthen fine motor control. These activities allow students to be actively involved. Rather than have students practice writing on lined newsprint for 15 minutes, try one of these activities.

Elements of Active Learning

- Materials
- Manipulation
- Choices
- Language
- Support

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A Developmental Approach to Teaching

Being aware of developmental stages and characteristics

- Identifying appropriate content for learning experiences
- Identifying readiness for new learning tasks

Keeping the process of development in mind

- Balancing *teaching initiative with child initiative*
- Providing materials, manipulation, choice, language, support
- Taking cues from the child: observing, supporting
- Empowering the child

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Tweezer Sorting

Supplies

- 6 large sturdy tweezers
- 6 containers of various beans
- 6 sorting trays (purchased, teacher–made, muffin pans, etc.)
- 6 work mats (laminated fabric, burlap, or construction paper place mats)

Activity

- Each student has his/her own materials. They use tweezers and one hand to start, then use the other hand, to sort beans.

Extensions

- Vary sorting objects by using colored marshmallows, M & Ms™, Skittles™, etc.
- Make a math activity by writing numerals on lima beans, have children sort by number.
- After some practice, allow children to challenge the time or beat the clock by using commercial or teacher–made timers.
- Allow students to create games and/or choose other materials for sorting.

Notes

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Stitch the Line

Supplies

- * Fabric/upholstery scraps
- ** Needles (with extra large eyes)
- Yarn or embroidery thread
- Colored sewing chalk or crayon
- Sewing scissors
- Large pin cushion or small pillow to use as pin cushion
- Embroidery hoops (great for light weight fabrics)

* Some fabric scraps are pre–marked with designs, various lines, or scribbles.
** Start with needles already threaded and knotted.

Activity

Students choose pre–marked or plain fabric and needle with thread or yarn in the color of their choice. They sew along pre–marked line(s) or sew a pattern of their own design.

Extensions

- Students draw their own designs
- Students sew more than one design and sew two pieces of fabric together to make a pillow.

Notes

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Punch a Pattern

Supplies

- Various paper punches
- Paper strips varying in color, paper weight, length, and width
- Containers or boxes for the punches pieces
- Pattern idea cards

Activity

Students choose two paper punches and two or three paper strips. Using the punches, students create their own patterns and/or replicate patterns. The punched pieces go into a container to be used later or in an art area.

Extensions

- Other paper is available for students to punch borders on placemats, cards, letters, etc.
- Additional paper in various shapes just for creating for fun is available.

Notes

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Measure It

Supplies

- Various measuring tools
- Various objects or items
- Containers
- Task cards
- Prepared paper for recording results

Activity

Each student chooses a container with a selected number of items in it as well as a measuring tool. Students measure the items and record the results, then choose a task card. Tasks should be completed with the same set of objects.

Extensions

- Task cards for measuring objects or items too large to place in the container
- Task cards reversing the activity from measuring given items and recording to finding an object with specific measurements.

Notes

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Comprehension Strategies: Grades K – 8

Diana Jo Johnston
Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan

Participants will be introduced to a variety of student workshop activities that focus on comprehension and the use of graphic organizers to aid students as they record key word, phrases, and sentences for use in writing summaries, reports, etc. They will see how these strategies can be used for whole class, small group, or individual instruction.

Comprehension Strategies

Drama (use of puppets, costumes, props)

Retelling

Slide Show

W

Webbing

Dioramas

Trioramas

Story Boards

Book Rewrite

Illustrations

Book Jackets

Wanted Poster

Time Line

Story Matrix

Commercials

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Problem	Solution

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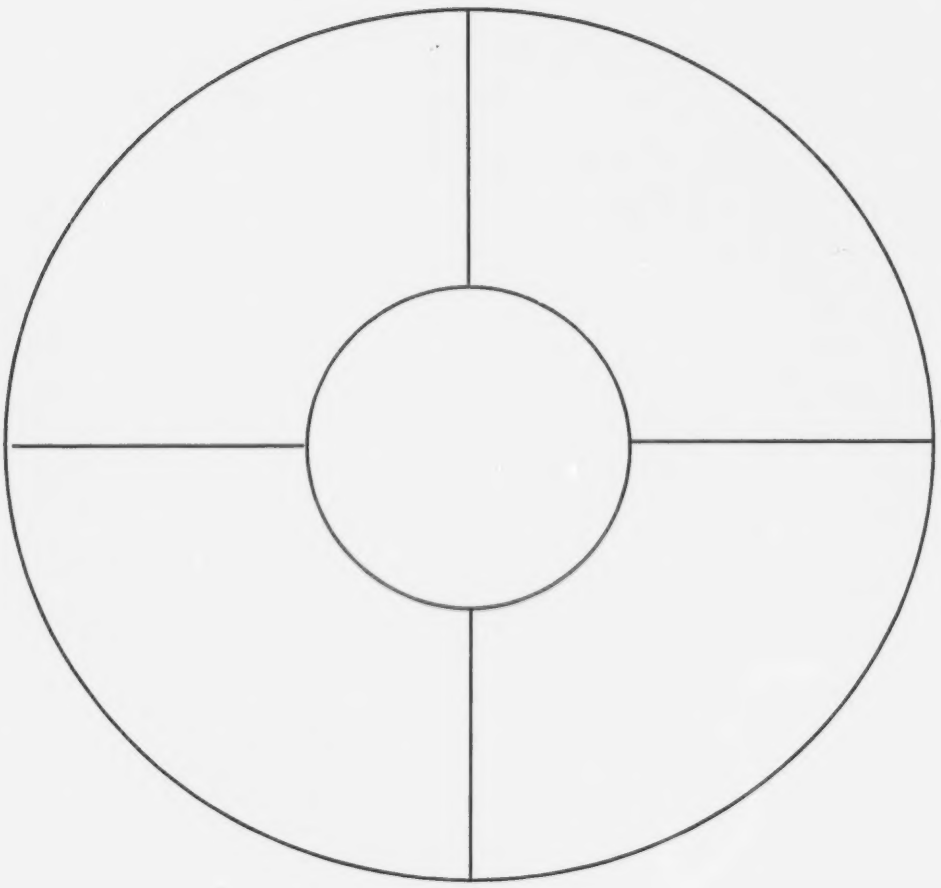

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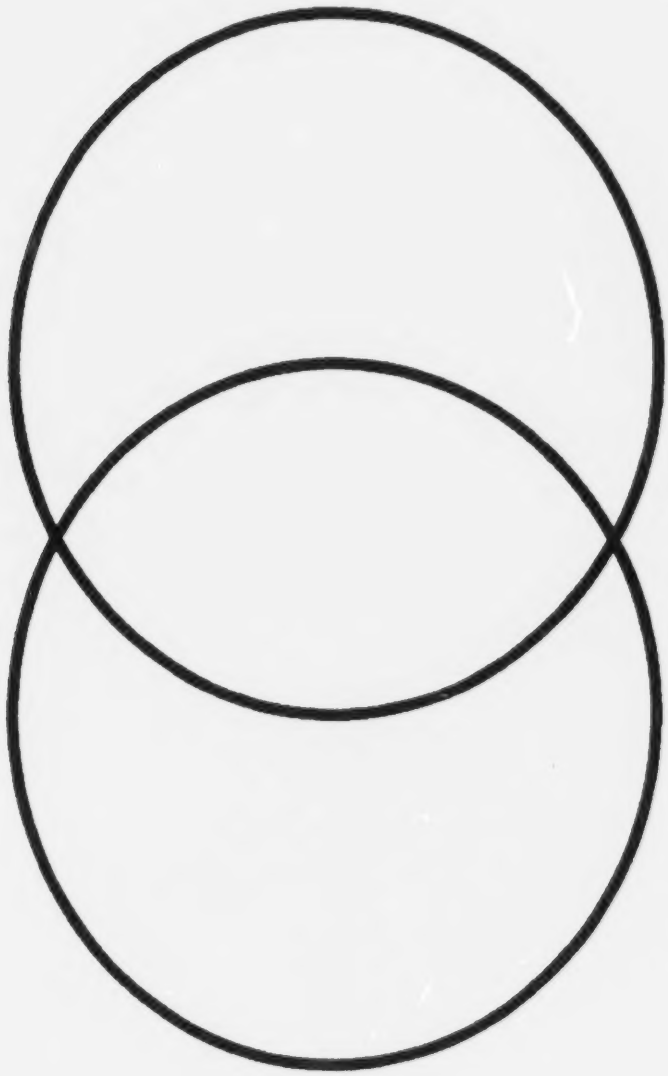

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Planning Content Workshops: Grades K – 8

Diana Jo Johnston
Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan

Cathy Albro
Field Consultant, High/Scope Foundation, Grand Rapids, Michigan

How can anecdotal notes be used to plan content workshops? How are students' interests met? What can be observed when students are at work and play? In this session we will explore ways to incorporate our observations into plans for content workshops. Participants will review a variety of workshops developed around student interests and anecdotes. The will examine a wide range of professional resources and have an opportunity to plan and prepare workshops for their students.

Notes

(Handouts for this session continue on the next page.)

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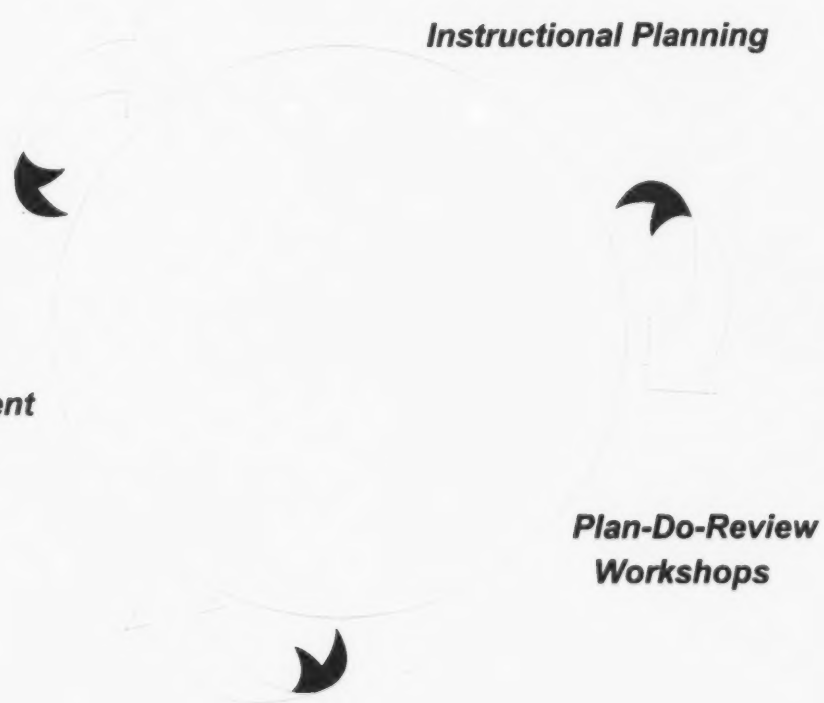
Child Assessment

The High/Scope model of child assessment is based on the premise that human development is an ongoing, constructive process. Physical, emotional, and cognitive development are interrelated in every child. Development sometimes occurs suddenly, in spurts, and at other times, gradually, over a long period of time. In High/Scope's approach accurate developmental information about each child helps educators and parents accompany children on the journey of growth and development. The adult role is to assist children and offer encouragement and guidance, as opposed to surging to the forefront to lead the way. Adults must have individualized developmental information to guide children effectively.

In the High/Scope model, assessment is not removed from the instructional process; rather, assessment and instruction go hand in hand. Doing this kind of individualized, ongoing assessment in a classroom with 25 to 30 children means teaching is as much an art as a science. There will be a wide range of measurable variables to keep track of on any given day.



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Anecdotal Notes

Date: **Name:** **Place:** **Time of Day:** **Anecdote:**	**Date:** **Name:** **Place:** **Time of Day:** **Anecdote:**
Date: **Name:** **Place:** **Time of Day:** **Anecdote:**	**Date:** **Name:** **Place:** **Time of Day:** **Anecdote:**
Date: **Name:** **Place:** **Time of Day:** **Anecdote:**	**Date:** **Name:** **Place:** **Time of Day:** **Anecdote:**

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Title:

Grouping:
I P S W

Content Area:
Teacher Led/ Independent

Key Experiences:

Materials:

Activity:

Questions:

Assessment:

Extensions:

Source:

Key: I= Independent P=Partners S=Small Group W=Whole Group

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The Relationship of the High/Scope PQA to the Head Start Performance Standards

Shannon D. Lockhart
Project Associate/Trainer, High/Scope Foundation, Ypsilanti, Michigan

Carol Markley
Trainer/Research Data Collection Coordinator, High/Scope Foundation, Ypsilanti, Michigan

The High/Scope Program Quality Assessment (PQA) is an effective tool for rating the quality of center-based Head Start programs and identifying staff-training needs for Head Start staff. In this session, participants will get an overview of the PQA items and how they relate to the Head Start Performance Standards by actively scoring PQA items, and writing objective evidence/anecdotes from observing classroom footage as support for a score. This session will end with group discussions of the uses of the PQA for Head Start programs.

The High/Scope Program Quality Assessment

Much like the Head Start Performance Standards, the PQA focuses comprehensively on children's learning experiences, parent involvement and family services, staff development, and overall program management. The different sections of the PQA are as follows:

PQA SECTIONS:

I. Learning Environment (9 items)
II. Daily Routine (12 items)
III. Adult-Child Interaction (12 items)
IV. Curriculum Planning and Assessment (5 items)
V. Parent Involvement and Family Services (10 items)
VI. Staff Qualifications and Staff Development (14 items)
VII. Program Management (10 items)

ADMINISTRATION METHODS:

- Classroom Observation
- Interview

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An Observational Look at Early Childhood Settings in Hong Kong, Nigeria, Finland, and the United States

Shannon D. Lockhart
Project Associate/Trainer, High/Scope Foundation, Ypsilanti, Michigan

Jill B. Claxton
Project Coordinator, High/Scope Foundation, Ypsilanti, Michigan

This workshop will introduce participants to a new observational system for documenting exactly what children do and what adults are actually doing with children in various early childhood settings across 15 countries. This type of direct observation was developed by early childhood researchers for the IEA Preprimary Project, an international study coordinated by High/Scope. The session will then focus on national observation findings from Hong Kong, Nigeria, Finland, and the United States. Segments from each country's national videotape will confirm what is actually occurring in their early childhood settings.

IEA Preprimary Project

For the past few years researchers in 15 countries (participating in the IEA Preprimary Project) have been conducting a study of early childhood settings by using three jointly developed observation systems. The systems developed by the group of early childhood researchers provide different perspectives on the adult behaviors and child activities in the setting by focusing on such features as:

- the activities that the adult/teacher propose (e.g., dramatic play, singing, pre-reading)
- the activities that children actually engage in (e.g., dramatic play, waiting, personal care)
- the adult/teacher behaviors during different types of activities (e.g., nurturing, teaching, behavior management)

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In each of the 15 countries, early childhood researchers identified two or three major types of settings (e.g., preschools, child care centers) and, following standard procedures, selected a representative sample of these settings for the study. Across the 15 countries, data are available for 39 different types of settings including such types as group settings (i.e., preschools), family day care homes, and children's own homes.

The observers used the three systems concurrently, and consequently it is possible to combine data from more than one system to obtain an integrative picture of the setting. By using the observation findings, countries are able to develop or improve teacher-training and curriculum as well as assessing "quality" in early childhood settings. Segments from each country's national videotape from the High/Scope International Videotape Series "Sights and Sounds of Children," will confirm what is actually occurring in the various types of settings across these countries.

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A Taste of the PQA

Carol Markley
Trainer/Research Data Collection Coordinator, High/Scope Foundation, Ypsilanti, Michigan

Shannon D. Lockhart
Project Associate/Trainer, High/Scope Foundation, Ypsilanti, Michigan

The High/Scope Program Quality Assessment (PQA) is a rating instrument for evaluating the quality of early childhood programs and identifying staff-training needs. In this session, attendees will actively participate in learning how to accurately score the PQA items, write objective evidence/anecdotes from observing classroom footage as support for a score, and become familiar with the interview styles of the PQA. This session will end with group discussions of the uses of the PQA in their early childhood programs.

The High/Scope Program Quality Assessment

The PQA is a comprehensive tool examining all aspects of program implementation, from the physical characteristics of the setting to the nature of adult-child interaction to program management. The different sections are as follows:

PQA SECTIONS:

I. Learning Environment (9 items)
II. Daily Routine (12 items)
III. Adult-Child Interaction (12 items)
IV. Curriculum Planning and Assessment (5 items)
V. Parent Involvement and Family Services (10 items)
VI. Staff Qualifications and Staff Development (14 items)
VII. Program Management (10 items)

ADMINISTRATION METHODS:

- Classroom Observation
- Interview

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Unlocking the Key Experiences: Helping Staff *Really* Understand and Use Them

Beth Marshall
Senior Consultant, High/Scope Foundation, Ypsilanti Michigan

Key experiences are central to fully implementing the High/Scope approach, yet many staff members have only a surface knowledge of them. This session for trainers will identify levels of staff understanding and suggest ways to help staff move beyond an introduction and really understand and use them in their classrooms.

"The extent to which adults support children's initiative and understand children's actions in terms of the key experiences determine the adults' success in implementing the High/Scope preschool approach." - M. Hohmann, D. P. Weikart, *Educating Young Children*, Ypsilanti, MI: High/Scope Press, 1995, p. 6

Unlocking the Key Experiences

Level 1: Knowledge of the key experiences

Level 2: Identifying the key experiences in their own classrooms

Level 3: Supporting the key experiences:

- **materials**
- **planned activities**
- **as they are happening with children**

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Level 1: Activities for Introducing the Key Experiences

Creative Representation:

Language and Literacy:

Initiative and Social Relations:

Movement:

Music:

Classification:

Seriation:

Number:

Space:

Time:

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Level 2: Collecting and Using Anecdotes

Ask staff to collect anecdotes from children in their classrooms and bring them to the next staff meeting/workshop.

Use these anecdotes to do any of the following activities:

Have teams role play an anecdote from a child in their classroom. Ask the rest of the group to identify the key experiences seen in the role play.

Ask teaching teams to write their anecdotes on individual index cards before the meeting. Mix the cards up and ask other groups to catagorize them according to the key experience categories.

Ask teaching teams to write their anecdotes on individual sticky notes before the meeting. Have the group construct a massive key experience notes form on the wall or on several sheets of chart paper, using all the anecdotes brought by everyone in the group. Look at the chart together. What key experiences are staff seeing? Not seeing? Make a group plan to further study the key experiences based on your group's key experience notes form.

Video tape several scenes from classrooms in your center or school. Ask staff to write and catagorize anecdotes from this video tape.

Start each staff meeting with a key experience story. Ask staff to turn to a partner (someone not in their classroom) and share a short anecdote or cute kid story that happened recently in their classroom and listen as their partner shares one with them, identifying the key experience category illustrated by each story. When they are finished, read through each key experience category and ask staff to raise their hands when they hear their key experience read.

Ahead of time, ask staff to bring in anecdotes from one child in their classroom. In teaching teams, have staff members identify specific key experiences reflected in their anecdotes. Then ask them to identify free or found materials to add to their classrooms and specific support strategies (from the key experience chapter summaries in *Educating Young Children*) to use with this child. Finally, have them share their ideas with the whole group.

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Level 3: Key Experience Presentations

Take some time to learn about your key experience category. As a team, use this guide to help plan a short (15–20 minute) presentation to help the rest of the us learn more about your key experience category. Remember to keep your presentation active!

Key experience category name:

Specific key experiences:

What is it (in your own words)?

Design a short activity to help us understand what this key experience category is all about.

Why is this key experience category important?

What found materials might you add to your classroom to support this group of key experiences?

Share a few adult support strategies for this key experience category (see the key experience chapter summary pages in *Educating Young Children*).

Favorite picture of this key experience category from *Educating Young Children*:

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So You Want to Be a High/Scope Certified Trainer

Beth Marshall
Senior Consultant, High/Scope Foundation, Ypsilanti Michigan

What is involved in becoming a High/Scope certified trainer? What are the TCP and TOT projects? If these questions have entered your mind, come and ask the experts, the recent graduates of several TCP and TOT projects. Join us as we discuss both the training project and life back in the "real" world.

Topics Addressed by the Panel:

- TCP and TOT Projects
- Life during the project
  - Assignments
  - Training Sites
- Life after the project
  - Training Obstacles
  - Training Accomplishments

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A Celebration of Synapses: What Brain Research Tells Us about Learning

Beth Marshall
Senior Consultant, High/Scope Foundation, Ypsilanti Michigan

Debbie Handler
Field Consultant, High/Scope Foundation, Colleyville, Texas

Attention all neurosurgeons, you need not attend this session!! This workshop is for the rest of us! Find out what brain cells, Silly String, and early childhood curriculum issues have in common. Create a living model of the brain, learn some brain basics and explore the implications of recent brain research for supporting young children. Put away your scalpels and calipers and come prepared to be actively involved as, together, we stimulate our own neurons.

Notes

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An Invitation to High/Scope Trainer Recertification

Beth Marshall
Senior Consultant, High/Scope Foundation, Ypsilanti Michigan

To: All Current and Former High/Scope Certified Trainers

When: Thursday, May 6th, 10:15-11:45 am

What: A session to discuss the revised categories and standards for High/Scope Trainer Re-Certification. Each participant will receive a recertification packet. As we discuss each item, helpful tips will be suggested. Come and find out the new certification categories and the benefits of keeping your certification current.

Bring: All your questions about High/Scope Trainer Recertification

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An Interlude for Painting: Art Studio Session

Beth Marshall
Senior Consultant, High/Scope Foundation, Ypsilanti Michigan

It's the end of the conference, are you bursting with ideas, but feeling a bit overwhelmed and drained? Come and rejuvenate yourself by exploring paint during this art studio session. If you haven't attended High/Scope's 2-day *Supporting Young Artists* workshop, this is a great opportunity to discover or rediscover the artist in yourself. No art background or experience is necessary... just a willingness to relax, explore, and paint!

Creating a Group Agreement for Art

As we progress through the session, try to stop our negative inner dialogues, and instead, recognize and support the artist within each of us;

- I will have positive thoughts and feelings about myself as an artist.
- I will be optimistic about my abilities.
- I will be supportive of my own efforts.
- I will recognize and acknowledge want I *can* do and what I *am* doing!
- I will recognize my own strengths and not compare my work unfavorably to someone else's.

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Ideas for Painting

Things to Paint With:

Things to Paint On:

Ideas for My Art Area:

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There's No Place Like Home

Ann McNaull
Childcare Coordinator, Greater Shankill Early Years Project, Belfast, North Ireland

Maureen Dunwoody
Project Director, Greater Syhankill Early Years Project, Belfast, North Ireland

Learn how a High/Scope learning environment can be implemented by childminders in their own homes. Become aware of the professional job that childminders do.

General Principles for Good Practice

- Child's welfare is of paramount importance
- Child should be respected as an individual and treated in such a way as to meet his/her particular needs
- Parents primary responsibility for their child should be recognized and respected
- Values arising from different racial, cultural, religious and linguistic backgrounds should be recognized and respected
- Daycarers and childminders should work in ways which reflect the fact that parents are the first caregivers and educators of a child
- Parents should have access to information about available services and be able to make informed choice

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Childminding — It's a Proper Job!

Childminding Is a Job Which Requires

- many skills
- commitment
- a professional approach

Childminding is

- a responsible and demanding job
- an enjoyable and rewarding job

Childminding is not....

- substitute parenting
- unskilled work
- a hobby or sideline
- doing a favour....

Childminding is a job

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What Is A Childminder

Someone who looks after a child, or children, under the age of 12; in their own home; to whom they are not related; for more than two hours in a day and for reward, must be registered with Social Service Department as a Childminder.

Children N.I. Order 1995

Why Register Childminders

- To protect children
- To provide reassurance to people using independent services to look after their children
- To ensure that services reach and maintain acceptable standards
- To ensure that people wishing to provide services for children do so within an arranged framework

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Math Around The Clock!

Karen Molinario
Director, Discovery Preschool, New Orleans, Louisiana

Jean Piaget observed that children do not simply learn about mathematical concepts by hearing about them, seeing them on paper, or seeing demonstrations. ***Rather, children construct an understanding of new mathematical concepts through their own active experiences.*** With this thought in mind, we will look at ways to support mathematical thinking not only at scheduled times of the day, but also in a great variety of contests throughout the day.

Supporting Mathematics Throughout the Daily Schedule

(Please refer to the High/Scope Elementary Key Experiences, which may be found following the Table of Contents.)

♫ 1, 2, 3 o'clock, 4 o'clock MATH!
5, 6, 7 o'clock, 8 o'clock MATH!
9, 10, 11 o'clock, 12 o'clock MATH!
We're gonna have some fun with ♪
MATH today!
(Tune of "Rock Around The Clock")

Plan–Do–Review

Transitions ← **SUPPORT** → **Circle Time**

- Environmental
- Non–Verbal
- Verbal

Story Time ← → **Small Group Workshops**

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Working With Parents and Children Together

Pat Mueller
Associate Director of Education, Oakland Family Services, Pontiac, Michigan

Deb Raider
Program Supervisor, Oakland Family Services, Pontiac, Michigan

As the administrators of 14 parent/child interaction groups, we have learned strategies for engaging parents, children and families in positive group experiences.

Notes

(Handouts for this session continue on the next page.)

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Parent Child Interaction Group
Sample Routine

Children's Group	Parent's Group
Greeting Circle	Greeting Circle
Children plan for free play	Parents exit to parent space
Children engage in free play	Parents engage in parent group meeting
Children clean up	Parents wind down group meeting
Children have snack and review with parents	Parents have snack and review with children
Parents and children join in circle which includes movement and story	Parents and children join in circle which includes movement and story
Parnets and children work together in small groups	Parents and children work together in small groups
Group Dismisses	Group Dismisses

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Family Engagement Outreach Strategies

Emphasize the positive

Notice strengths

Give enrollment information

Active learning

Group process is consistent

Evaluate group content and process

Mentor parents

Encourage parents and children

Notice growth

Time for engagement must be allowed

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Evaluating Your Early Childhood Program

Larry Schweinhart
Chair, Research Division, High/Scope Educational Research Foundation

Evaluation of a program's quality and effectiveness is critical to operating a good program and communicating its value to others. In this session, we will lay out practical designs for conducting such an evaluation.

Notes

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State Department of Education Standards of Learning and the High/Scope Approach

Sandy Slack
Teacher, Robert S. Payne Elementary, Lynchburg, Virginia

If your state is developing "Standards of Learning" for all children, come find out how to create activities that lead teachers through the process of identifying High/Scope Preschool Key Experiences and classroom activities that lay the foundation for any state's standards for kindergarten.

Notes

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Increasing Encouragement While Decreasing Praise

Betty Stanley
Resource Teacher, Prekindergarten Program, Brevard District Schools, Melbourne Florida

Researchers and child development specialists report that extrinsic motivators, praise and reward, have negative implications. This workshop will examine results of praise and strategies for its alternatives, specific ways to encourage children. Come learn about becoming an encourager!

Your Reaction to Praise and Rewards

(From High/Scope's Preschool Workshop Series participant guide, ***The High/Scope Approach to Adult-Child Interaction,*** p.33)

Only a few individuals in the group received praise and rewards. Put a check next to each statement that represents your feelings right now:

- I am angry.
- I feel competitive.
- Why didn't I get a reward?
- If we had known what you wanted, we would have done things differently.
- I feel dependent.
- I am frustrated.
- I've been manipulated.
- I've been evaluated and judged.

List additional feelings below:

Have you seen examples of children acting or feeling any of these ways when they were in praise-and-reward situations?

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The Negative Implications of Praise

(From High/Scope's Preschool Workshop Series participant guide, ***The High/Scope Approach to Adult-Child Interaction,*** p.35)

Here is a sampling of what researchers and child development experts say about praise-and-reward systems:

1. "Praise is like other forms of reward which discourage children from judging for themselves what is right and wrong. Praise may lead to dependency because children come to rely on the authority figure to tell them what is right or wrong, good or bad."
   Kamii, C. (1984). Viewpoint: Obedience is not enough. *Young Children, 39*(4), p. 13.

2. "To judge at all implies superiority and takes away from the children's power to judge their own work. Such praise is not conducive to self-reliance, self-direction, or self-control. To the child, if the authority figure can judge positively, they can also judge negatively."
   Ginott, H. (1972). *Teacher and child.* Boston, MA: Macmillan Co., p. 93.

3. "Some students are particularly adept at pulling praise from teachers by smiling or beaming proudly, showing off work, and even communicating an expectation of praise. This praise however, may have a negative effect such as diminishing a child's sense of worth and struggle for independence."
   Brophy, J. E. (1981). Teacher praise: A functional analysis. *Review of Educational Research, 51*(1), p. 27.

4. "Students frequently try to read or check the teacher's eyes for signs of approval or disapproval. Praise lowered students' confidence in their answers and reduced the number of verbal responses they offered."
   Rowe, M. B. (1974). Relation of wait-time and rewards to the development of language, logic, and fate control. *Journal of Research in Science Teaching, 11*(4), p. 292.

5. "*I like the way Margaret is listening* is using praise to manage children, and to encourage other children to conform. Use of praise in this manner can lead to anger and resentment. Even very young children can often tell they are being manipulated with such a statement."
   Ohanian, S. (1982). There's only one true technique for good discipline. *Learning, 11*(1), p. 17.

6. "No child can always be good, or nice, or smart. Consequently, in order to avoid negative evaluations, they may tend not to take chances and try difficult tasks."
   Hitz, R. & Driscoll, A. (1988, July). Praise or encouragement? New insights into praise: Implications for early childhood teachers. *Young Children*, p. 8.

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7. "Praise can actually lessen self-motivation and cause children to become dependent on rewards. Praise may be useful in motivating students to learn by rote, but it may actually discourage problem solving."

   Martin, D. L. (1977). Your praise can smother learning. *Learning, 5*(6), p. 51.

Encouragement Strategies

Alternatives to Praise

(From High/Scope's Preschool Workshop Series participant guide, ***The High/Scope Approach to Adult-Child Interaction,*** p.36)

Instead of praising children, here are some things you can do:

- **Participate in children's play.** Work side-by-side with children using the same materials in a similar fashion. Become a "partner" by taking turns with them during play, matching the level of complexity of their play, and generally following their lead.

- **Encourage children to describe their efforts, ideas and products.** Our goal is to have children, not adults, evaluate children's work. We want the children to develop self-esteem; to feel good about their work and ideas. One way to facilitate this is to ask children open-ended, divergent questions like:

  "What can you tell me about your picture?"

  "How did you build this hospital?"

  "I notice that you have put many buttons on top of the wood. What will you do next?"

- **Acknowledge children's work and ideas by making *specific* comments.** You can encourage children to classify and describe their work and ideas by making specific, objective comments about children's work as you talk with them. These kinds of comments also serve as nonjudgmental responses when children want adult acknowledgment. Some examples:

  "I see that you have painted a picture that has lots of blue paint on the bottom, and red paint along the side."

  "Okay, I will wear the big blue hat with the gold band around the middle."

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Active Learning...At Nap Time?

Annette Towner
Field Consultant, High/Scope Foundation, Cleveland, OH

Early childhood caregivers and teachers try to implement the ingredients of active learning throughout the daily routine. But what about at nap time? Can we really give children choices? How can there be language from children? This session will explore strategies for using all the ingredients of active learning during this often challenging part of the day.

What Is Active Learning?

Active learning is the principal element of the High/Scope educational approach. It has five ingredients:

- **Materials.** A variety of interesting materials are readily accessible to children.
- **Manipulation.** Children are free to handle, explore, and work with the materials.
- **Choice.** Children have opportunities to set their own goals and select materials and activities.
- **Language from the children.** Children communicate, verbally and nonverbally, what they are doing and what they have done.
- **Support from adults.** Adults encourage the children's efforts and help them extend or build upon their work by talking with them about what they are doing, by joining in their play, and by helping them learn to solve problems that arise.

Many teachers believe that as long as children are handling materials, they are engaged in active learning. Manipulation of materials is essential, of course, but by itself does not constitute active learning. Active learning occurs when all five of the ingredients are present.

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Extending the Use of Paper in the Preschool Classroom: Recycling Scrap Paper Through Art

Eli Trimis
Lecturer, Preschool Education, Aristotle University, Thessaloniki, Greece

Any little piece of scrap paper can be recycled through art in order to express ideas and feelings while it can become a stimulation for concept development. This session will explore developmental art programs with scrap paper in preschool settings.

This session will cover developmental art programs with scrap paper, with the in-depth approach method. These art programs are implemented and researched in preschool settings in and around the city of Thessaloniki in Northern Greece. The multifaceted use and the possibilities of paper are extended in the use of paper in its scrap form by preschool children. Any little piece of scrap paper can be recycled through art in order to express ideas and feelings while it can become a stimulation for concept development. The 90/minute session will provide a short workshop using the following materials:

- Any scrap paper: from newspapers and magazines, paper bags, boxes to brochures and old posters.
- Glue
- Scissors
- Plain butchers or kraft paper.

The workshop part will take place either at the beginning or at the end of the presentation.

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Child Symbols—Serious or Silly?

Joyce Vermeer
High/Scope Certified Trainer
Director, Cribs 'n Crayons CCC, Daycare, *Sioux Center, Iowa*

Having personal symbols in your early childhood setting can lead to a host of activities that allow adults to observe children using the key experiences throughout the daily routine. Whether it's simple cut–outs or computer graphics, this type of identification gives a sense of mastery and control to even the youngest of children.

Sense of Self

Trust:	The confident belief in oneself and in others that allows a young child to venture forth into action/knowing that the people on whom she or he depends will provide needed support and encouragement.
Autonomy:	The capacity for independence and exploration that prompts a child to make such statements as, "I wonder what's around the corner" and "Let me do it."
Initiative:	The capacity for children to begin and then follow through on a task—to take stock of a situation, make a decision, and act on what they have come to understand.
Empathy:	The capacity that allows children to understand the feelings of others by relating them to feelings that they themselves have had.
Self—Confidence:	The capacity to believe in one's own ability to accomplish things and contribute positively to society. It is a core of inner pride that can sustain children through the difficulties and strife they are bound to encounter in their lives.

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Sense of Self Statements

Check each area that appears to be developing in the situations below.

As children are returning to the room for lunch after being outside, Josey (age 3) goes to cody (age 2) who is sitting in the seat where her place card is and says "Get out Cody, that's my dinosaur".

____trust ____autonomy ____initiative ____empathy ____self–confidence

Bethany (age 3), Marcus (age 4), and Kara (adult) are in the restroom before nap time. Bethany says "Kara, I need my pull—up on." Marcus says, "I can get it." Kara says "Are you sure you can find it, Marcus?" Marcus says, "Uh huh, she's a bee" and runs to Bethany's cubby that has her bee symbol on it to get a pull—up and brings it to Bethany.

____trust ____autonomy ____initiative ____empathy ____self–confidence

It's just before rest time and the cots (all symboled) are setting out and ready for the children to rest on. Malyn says to Baily "Look, you sleep by me." Malyn's cot with her crayon symbol is next to Baily's cot with her rainbow symbol.

____trust ____autonomy ____initiative ____empathy ____self–confidence

Lauren (age 5) says to Cassie (age 6) "I know all the cubbies." She goes down the line of all 20 cubbies and points to their symbol and correctly names all 20.

____trust ____autonomy ____initiative ____empathy ____self–confidence

At lunch time, while passing the bowl of fresh fruit salad, Matthew (age 4) says "We're having Kira for dinner." (Kira's symbol is a strawberry and there are strawberries in the fruit salad.)

____trust ____autonomy ____initiative ____empathy ____self–confidence

Melinda (adult) tells the group of 4 year olds that a new girl will be coming to their room tomorrow. Paige asked "What is her name?" and Haley asked "What will her be?" (Referring to her symbol).

____trust ____autonomy ____initiative ____empathy ____self–confidence

(Please refer to the High/Scope Preschool Key Experiences and the Infant and Toddler Key Experience Lists, which may be found following the Table of Contents.)

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Observation/Feedback — Another Look From a Trainer's Perspective

Rosemary Waldron
Professor,St. Clair College, Amerstburg, Ontario, Canada

The High/Scope Observation/Feedback process is a powerful tool that trainers can use to support the professional development of classroom teachers. This session will provide an overview of High/Scope's updated Observation/Feedback guidelines. It will also provide trainers with an opportunity to explore "Trainer Issues" related to the use of this tool.

Observation/Feedback Workshop Questionnaire

1. Write a one or two sentence definition of Observation/Feedback as you understand it.

2. What do you like about the process?

3. What do you find challenging about the process?

4. How many times in a year do you use it?

5. What would need to happen for you to use it more often?

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Guidelines for the Feedback Process

The Beginning:

- Meet in a comfortable place, free of interruptions.
- Meet with all members of the teaching team (if possible).
- Restate the purpose of the observation/feedback session, the curriculum focus, and the child to be observed.

The Middle:

- Using the narrative/notes form as a guide, use shared dialogue to discuss the observation, encouraging team members to add what they saw and heard.
- Document the teaching team's contributions on the notes side of the narrative/notes form.
- Follow the leads and directions set by the teaching team.
- Be selective, focusing on the issue that emerges from the team discussion. Remember that we can effectively deal with only one thing at a time.

The End:

- Summarize the discussion with two to four statements about the **strengths** identified from the observation. Remember, the strengths discussed are the **classroom strengths**, not specific strengths of the child observed.
- Summarize the **modifiable issues** generated from the feedback dialogue (strengths should equal or outnumber modifiable issues). Remember, the modifiable issues discussed are the **classroom modifiable issues**, not specific issues with the child observed.
- Together generate and document **strategies to deal with the modifiable issues** (strategies to deal with the modifiable issues may not be immediately clear or easy to generate). *Remember: Assess generated strategies by trying them out! Some may work, some may not.*
- Document the **follow-up plan** for all team members. This plan is developed by all involved in the observation/feedback (O/F) process and should guide work until the next L/F session.
- Identify the date of the next O/F session.

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Guidelines for Writing Narrative

Characteristics of Narratives:

- Factual rather than judgmental or impressionistic: include who, what, when, where, how
- Include child's actions and child's language
- Specific and detailed rather than general
- Chronological
- Will make sense to others, and 6 months from now

The Process Before the Observation Begins:

- The team discusses what information they would like to find out from this observation/feedback session.
- The team identifies the child to be observed, the curriculum focus (listing any specific elements of the focus on which they are concentrating), and the time the observation is to take place.

During the Observation:

- Find a spot close enough to the child so that you can hear, but far enough away so that you are not intruding on the child's actions (or other children's actions).
- Write down an ongoing, objective description of what the child actually does and says (include quotation marks around actual language).
- Include in the narrative the area of the classroom in which the child is working.
- Include any adults or other children in the narrative as they interact with the child being observed.
- Include time markers (clock time intervals, the beginning and end of time blocks, segment of the daily routine).
- Realize that you will not be able to write down every single thing the child says and does. Writing in a form of shorthand that is understandable to you during the observation and

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then writing it in long form as soon as possible after the observation may help you in obtaining more information.

Guidelines for Writing Curriculum–Focused Notes

The Process:

1. Observe a child and write and observation narrative.

2. Write curriculum–focused notes to encourage dialogue about your observation.

   - These notes link what you saw and heard in your observation to the curriculum focus, and are used to stimulate dialogue with the other team members.

   - The curriculum focus that guides you in your note–writing could include: ingredients of active learning, any checklist from *Educating Young Children,* parts of the wheel, etc.

   - The notes include:
     - **Statements** about what struck you about what the child said and/or did.
     - **Comments** that relate what you saw and heard to some aspect of the curriculum focus.
     - A genuine **question** that will clarify or extend what you saw or heard.

The Feedback Process: What It Is

- Feedback dialogue is based on the factual, child–centered observation narrative and the curriculum–related notes.

- The **purpose** of feedback dialogue is to:
  - Confirm and clarify observations
  - Examine and interpret a child's actions and words in light of a curriculum focus
  - Generate possible adult actions to support both the child and the classroom

- Feedback is a reciprocal process between all of the team members which involves **turn–taking** both in talking and listening. It is open to the leads and directions set by the teaching team.

- Turn–taking during feedback dialogue builds team support by allowing each person to:
  - contribute his/her own observations, interpretations, and ideas for action.
  - voice his/her own concerns and generate possible strategies.

- Feedback dialogue is aimed at allowing and supporting growth and change over time.

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- It is selective, and deals with one thing at a time.
- It approaches modifiable issues from strengths.
- It results in mutually generated and agreed upon actions.

References

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Workshops, Groupings, Strategies for K–3 Reading Instruction

Eaon Waymen-Palmer
Principal Early Childhood Literacy Program, Bloomfield, New Mexico

This presentation is designed to offer all participants sample literature workshops that they can take home. The workshops have been tested with children and noted as successful. The other focus of this presentation is to give participants ideas on specific instructional groupings, strategies to assist methods of teaching reading while building on independent behaviors for meaningful, relevant activities in workshops.

Notes

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Boosting Literacy in the High/Scope Classroom

Linda Webb
Early Childhood Support Teacher, Amarillo Independent School District Pre-K,
High/Scope Certified Trainer, Amarillo Texas

Sherry Gill
Early Childhood Support Teacher, Amarillo Independent School District Pre-K,
High/Scope Certified Trainer, Amarillo, Texas

Participants will be able to identify strategies to make literacy active, view examples of appropriate literacy activities, and discover methods for making literacy materials.

Ideas for a Literacy Rich Classroom

Nursery Rhymes
Poems / Songs on charts
Book of favorite songs
Wordless books
Picture books with text
Dictionary
Predictable books
Concept books
Zip Lock books
Books in a box
Books in a can
Daily routine — location
Brochures
Word wall
Order pads
Calendars
Child made books
Today board
Message board
Check—in system
Alphabet chart
Classroom photo album
Magazines
Newspaper / comics
Coupons
Pointers — easily accessible for children
Flyswatters

Phone book class / city
Shopping lists
Menus
Recipes
Posters
Boxes with labels
Envelopes
Invitations
Pop up books
Accordion folded books
Maps
Globe
Map for "planning"
Name puzzles
Lunch count
Word box — ring — book
Teacher made books
Bulletin boards
Helper chart
Labels
Alphabet borders
Family photo album
Catalogs
Junk mail
Blue prints — structures
Flashlights
Dowel rods

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Writing Tools

Assorted pencils (size, shape)
Colored pencils
Assorted crayons (scented)
Chalkboards — chalk
Colored glue
Hole punch
Paper Clips
Brads
Stickers
Blank books
Sticky notes
Colored masking tape
Variety of paper
Index cards
Magic slates
Stickers
Variety of pens
Variety of markers
Erasers
Dry erase boards — markers
Glitter glue
Stapler
Variety of scissors
Reinforcers
Stamp pad — stamps
Shape books
Clear tape
Invisible tape
Adding machine tape
Clip boards
Hair gel boards
Glue

Writing Everywhere

Easel
Typewriter
Calculator
Adding machine
Sand mold letters
Flannel board letters
Wooden letters
Plastic letters
Alphabet cereal
Stencils
Blue prints — structures
Yard stick
Cookie cutter letters
White laminated tag board to write — wipe
Record player
Tape recorder
Earphones
CD's
Props related to stories
Computer
Computer keyboard
Sandpaper letters
Cash register
Puff paint
Magnetic letters
Bead letters
Pasta letters
Play dough
Wicky sticks
Tape measure
Surveys
Graphs
Shaving cream
Records
Tapes
CD—Rom player
Puppets

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Resources for Literacy Activities, Rhymes, and Patterns

Chickens & Eggs; The Color Box; Down In the Deep; EIEIO; Hats, Pockets, Shoes; One Potato, Two Potato
Teaching Resource Center, P.O. Box 1509, San Leandro, CA 94577

Developing Literacy Using Reading Manipulatives
Hill, Sandi ;1997, Creative Teaching Press

Finger Frolics
Cromwell, Liz; Hibner, Dixie; Faitel, John R., 1976. Distributed by Gryphon House, 3706 Otis Street, Mt. Rainer, Maryland 20822

Learn to Read Take-Home Books
Hall, Karen P.; 1997, Creative Teaching Press.

Mitt Magic-Fingerplays for Finger Puppets
Lynda Roberts, 1985, Gryphon House.

Reproducible "Sing and Read" Alphabet Little Books
1997, Frog Street Press, Inc.

Reproducible Colors & Themes Little Books
1997, Frog Street Press, Inc.

Rhymes for Learning Times; Let's Pretend Activities for Early Childhood
by Scott, Louise Binder; T.S. Denison & Company, Inc. 1983

Storytime Patterns
Kinghorn, Harriet and King, Robert; 1990, T.S. Dennison & Co., Inc.

Super Story Tellding with Reproducible Patterns
Catron, Carol Elaine and Parks, Barbara Caltron; 1986, T.S. Denison & Co., Inc.

Tons of Fun
Cole, Joanna & Calmenson, Stephanie; 1996, Beech Tree Paperback Book, New York

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Implications of Planning for Child Learning

David P. Weikart
President, High/Scope Foundation, Ypsilanti, Michigan

Personal intention or planning is key to learning. Without the child's commitment to planning, basic concepts are overlooked in active learning opportunities. In this session, we will explore these issues, look at some video examples, and discuss the implications for High/Scope practice.

Notes

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Children's Books from High/Scope

David P. Weikart
President, High/Scope Foundation, Ypsilanti, Michigan

High/Scope has published a series of children's books. Each of these books gives a dynamic account of children working through real events in their lives. This session will examine the books and explore what makes for good developmental experiences in children's reading goals in the preschool classroom and at home.

Notes

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Weaving the High/Scope Approach with District Objectives

Cindy Williams
Field Consultant, High/Scope Foundation
Classroom Teacher, Grand Rapids, Michigan

It can be done! In this session we will look at some practical ways to incorporate district requirements with the principles of High/Scope. By weaving the active learning approach with various strands of the curriculum, we have the opportunity to create a different tapestry in classrooms.

Notes

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The High/Scope Approach For Infants And Toddlers: Active Learning

Diane Williams
Field Consultant, High/Scope Foundation, Olathe, Kansas

Participants will be able to relate the ingredients of active learning to infant/toddler programs. We will discuss the necessary components of daily routines and schedules for infant/toddler programs and identify principles for arranging and equipping an active learning environment for infant/toddler programs.

(Please refer to the High/Scope Infant/Toddler "Wheel of Learning", and the High/Scope Infant/Toddler Key Experiences, which may be found following the Table of Contents.)

Active Learning and Adult Support: A Summary

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

Materials: There are a variety of materials infants and toddlers can use in many ways.

- Children explore and play with a variety of materials.
  - Everyday household objects
  - Natural and found materials
  - Soft, cuddly materials
  - Easy–to–handle materials
  - Squishy, messy materials
  - Materials children can set in motion
  - Materials children can pull themselves up on
  - Materials children can make noise with
- Children have a safe place to explore and play with materials.
- Children have time to explore and play with materials.
- Children have access to materials throughout the day.
- Children have access to materials over long periods of time.

Manipulation: Infants and toddlers manipulate materials freely.

- Children explore materials with their eyes, hands, feet, and mouths.
- Children experiment with materials to find out what they do.

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- Mobile children use their whole bodies to roll, set, and climb on materials and carry them from place to place.
- Children use materials to imitate actions.

Choice: Infants and toddlers choose what to do.

- Children indicate people, materials, and experiences they prefer.
- Children follow their own intentions and initiatives.
- Children decide how to explore and what to do with materials.
- Children use materials to do things for themselves.

Communication and language from the child: Infants and toddlers communicate and talk about what they need, discover, and do.

- Children communicate their needs, feelings, discoveries, and ideas in their own individual ways and at their own pace.
- Children who talk and are learning to talk do so in their own words.
- Adults watch, listen to, try to understand, and respond supportively to children's nonverbal and verbal communications.

Adult support: Adults recognize and encourage infants' and toddlers' intentions, explorations, ideas, problem solving, and creativity.

- Adults crate a psychologically safe, secure environment for children throughout the day.
  - Adults touch, hold, cuddle, speak to, play, and interact with children in a calm, warm, unhurried manner.
  - Adults enjoy children's actions and their interactions with children.
  - Adults respond supportively to children's needs and attention–getting signals.
  - Adults give children their full attention and time to interact and respond in their own ways.
  - Adults acknowledge and encourage children's attachments to other adults and peers.
- Adults form partnerships and share control with children.
  - Adults put themselves at children's physical level.
  - Adults respect and respond to children's feelings, preferences, and temperaments.
  - Adults watch, listen for, and follow children's leads and initiatives in play, communication, and caregiving routines.
  - Adults communicate and converse in a give–and–take manner.
  - Adults use comments and acknowledgments with children rather than enforced repetitions and questions.
  - Adults focus on and encourage things children can and are doing (their strengths and interests) rather than on things children cannot and are not doing (their deficits and things that do not interest them).
  - Adults look at children's actions from children's viewpoints.
- Adults focus on children's actions, intentions, and communications throughout the day.
  - Adults watch and listen carefully to children's individual ways of communicating.
  - Adults anticipate and value children's explorations.

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- Adults encourage and acknowledge children's choices and intentions.
- Adults help children achieve what they set out to do.
- Adults give children time to solve problems they encounter.

Practical Ingredients of Active Leaning for Infants and Toddlers

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

To ensure an environment that builds trust, autonomy, and initiative and where active learning can flourish, infant and toddler caregivers give thoughtful, ongoing attention to providing what we call the five ingredients of active learning:

- **Materials** — There are abundant, age–appropriate materials the child can use in a variety of ways. Learning grows directly out of the child's direct actions on the materials.

- **Manipulation** — The child has opportunities to explore (with all his or her senses), manipulate, combine, and transform the chosen materials.

- **Choice** — The child chooses what to do. Since learning results from the child's attempts to pursue personal interests and goals, the opportunity to choose activities and materials is essential.

- **Communication and language from children** — The child communicates his or her needs, feelings, discoveries, and ideas through motions, gestures, facial expressions, sounds, and words. Adults value, attend to, and encourage the child's communications and language in a give–and–take manner.

- **Adult support** — Adults establish and maintain trusting relationships with each child in their care. Adults recognize and encourage each child's intentions, actions, interactions, communications, explorations, problem solving, and creativity.

Keeping the ingredients of active learning in mind, infant and toddler caregivers can create a learning setting that meets the changing needs of their children and provides them with an interesting and supportive environment within which to explore their world, the properties of its objects, and the social nature of its inhabitants.

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Arranging and Equipping Care and Play Spaces for Infants and Toddlers: A Summary

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

Provide comfort for children and adults. Include

- Inviting floor, wall, and ceiling surfaces
- Soft places
- Soft and natural lighting
- Pleasant reminders of home:
  - Children's comfort items
  - Family photographs
  - Common print matter
  - Familiar foods and utensils
  - Familiar music
  - Children's home language
- Children's creations
- Sturdy child–sized equipment and furnishings
- Adult–sized furniture
- Storage space:
  - Space for caregiver's personal belongings
  - Space for children's belongings
  - Space for extra toys and supplies
- Safe and convenient adult access to appliances and everyday supplies
- A welcoming entrance or reception area

Build variety and choice into the physical environment. Include

- Places for active, noisy play
- Places for more stationary, quiet play
- Places for privacy
- Places for social interactions
- places for indoor play
- places for outdoor play
- Environmental textural variety
- A variety of vistas
- Variety in scale
- Multiple levels
- A variety of open–ended materials

Support children's sensorimotor development. Include

- Materials that appeal to children's senses
- Space and materials for movement

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Establishing Schedules and Routines for Infants and Toddlers: A Summary

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

Characteristics of daily schedules and caregiving routines

- Schedules and routines are anchored around a primary caregiver to provide security.
- Specific events and routines fulfill children's needs for a range of experiences and interactions.
- Schedules and routines are consistent in order and supportive interaction style so children can anticipate what happens next.
- Schedules and routines are flexible to accommodate children's natural rhythms and temperaments.
- Schedules and routines flow smoothly from one interesting experience to the next.
- Schedules and routines take place in an appropriate physical setting.
- Active learning and adult support occur during each time period and caregiving routine.

How adults support children during feedings and meal time

- Hold, rock, and attend to infants.
- Are alert to infants' interest in cups and self–feeding.
- Encourage children to feed themselves.
- Sit with toddlers while they eat.
- Support toddlers' communication and explorations.
- Are alert to toddlers' desire to eat at the table.
- Include toddlers in meal time set up and clean up.

How adults support children during bodily care routines

- Warn children ahead of time.
- Focus on the child.
- Respect the child's particular mood and desires.
- Converse and sing with children about what you are doing.
- Encourage children to help, problem solve, and do things for themselves.
- Provide children with things to look at, watch, and hold.
- Give children choices.

How adults support children during nap times

- Schedule nap times around children's individual needs.
- Help children settle down to nap.
- Provide quiet alternatives for non–sleepers.
- Accommodate children's various styles of waking up.
- Let others in the center know when they are entering the "quiet zone."

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How adults support children during choice time

- Join children at their physical level.
- Offer comfort and contact.
- Watch for and respect children's choices and intentions.
- Follow children's leads and ideas in play.
- Communicate with children in a give–and–take manner.
- Ask questions sparingly.
- Support children's problem solving.
- Use a problem–solving approach to social conflict.
- Ask older toddlers to indicate what they plan to do.
- Encourage older toddlers to tell about what they did.
- Encourage older toddlers to clean up after choice time.

How adults support children at outside time

- Bring out and help children bring out loose materials for comfort and play.
- Enable non–mobile infants to experience a variety of positions and motions.
- Use choice time support strategies.
- Observe nature with children.
- Bring outside time to a gentle close.

How adults support children during small–group play experiences

- Be alert to small groups that form spontaneously at choice times.
- Keep toddler small groups small and intimate.
- Plan active small–group experiences for toddlers ahead of time.
- Observe children closely.
- Use materials in the way children are using them.
- Respond to children's invitations to join their play
- Comment briefly and specifically on what you see children doing.
- Interpret children's actions and communications to other children in the group when necessary.
- Listen for children's questions and refrain from asking them questions.

How adults support children during large–group play experiences

- Keep large group experiences brief.
- Plan active large–group experiences for toddlers ahead of time.
- Anticipate that children will enter and leave the group according to their own needs and interests.

How adults support children during transition times

- Set up the day with a minimum of transitions.
- Plan transitions that are simple and active.
- Include children's choices and actions in transitions.
- Avoid waiting and lining up.

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- Warn children ahead of time about transitions.
- Signal transitions with music or objects
- Maintain consistent transitions.
- Be ready to help with comfort and contact.

Everyday Objects for Infants and Toddlers

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

Here are some of the general kinds of materials that are appealing to very young children — many free or inexpensive.

Everyday household objects. Infants and toddlers are fascinated by many objects adults take for granted: toilet paper, empty boxes, the lid from a jar of baby food, a wash cloth, a spoon, a cup, a spatula, a lemon, pieces of aluminum foil. The fact that these objects are common objects *used by adults* daily adds to their value in children's eyes.

The caregiver herself is another kind of "household object." Infants study her face, listen for and respond to the sound of her voice, know how she smells, and settle into the comfort of her arms and body. Toddlers use her to lean and relax against, for pulling themselves to their feet to stand. In addition, their caregiver's shoelaces, jewelry, glasses and clothing provide a variety of textures and colors to explore by looking, stroking, and grabbing. The adult caregiver is every bit as interesting and useful for exploration as many other objects in the environment and generally more responsive!

Natural and found materials. Objects such as stones of different colors and textures, shells large enough to handle easily, pinecones, wrapping paper and newspaper for crumpling and tearing, boxes of various sizes, and food storage containers and their lids provide children with many opportunities to try out emerging skills and construct knowledge about what things do and how they work. And don't overlook water, a soothing and accessible natural material. Infants like to sit and splash in water and feel its coolness on their hands, legs, and feet. They experiment with dropping objects into water and fishing them out again. Toddlers like to play in wading pools of water, pour water from one container to another, push floating objects across the water's surface, squeeze water from sponges, and drip water on sand and on paper sprinkled with powdered paint.

Soft, cuddly materials. Young children associate soft things with feelings of comfort and security. Therefore, it is important for caregivers to provide children with materials such as cloth pieces, scarves, stuffed toy animals, rag dolls, blankets, quilts, and fleeces that children can finger, stroke, crawl on, wrap around themselves, cuddle, drag from place to place, and snuggle with at naptime and whenever they need them throughout the day.

Easy–to–handler materials. Infants and toddlers are developing their grasping, pulling, reaching, and manipulating skills at a rapid pace. Caregivers support the development of these important

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skills by providing children with materials that are easy for children to grasp and handle. With "handleability" in mind, here are some things to consider: Do the Objects infants want to explore have surfaces they can easily grasp? Are there thick board books whose pages infants and toddlers can readily turn without tearing? Can toddlers easily grasp and pour using the pitchers you provide for milk and juice? Can they carry the box of farm animals from one part of the room to another? Are paint brush handles thick enough for toddlers to control?

Squishy, messy materials. Infants and toddlers are fascinated as the water drips out of the plastic bottle when they hold it upside down and squeeze; when the mud in the sand table goes "splat" as they drop handfuls and spoonfuls onto the table; when the geletin breaks into smaller pieces as they push it across a tray with a finger. As they explore materials that drip and ooze, children often seem to be wondering: What does it feel like if I put it in my mouth? What if I stick my hand in it? How does it spread around the table or my tray when I smoosh my fingers through it? Materials that are squishy and messy give children the chance to explore substances that change shape as they are handled, providing satisfying sensations to their hands and bodies.

Materials children can pull themselves up on and climb on. Infants and toddlers want to use materials to change positions and set themselves in motion. Therefore, caregivers provide them with sturdy tables, chairs, and couches to hold on to as they pull themselves upright, as well as things to climb on like sturdy low boxes, large hollow blocks, ramps, steps and stairs.

Materials that children can set in motion. Young children are constantly finding out how things work. While they gather much of this information by watching what goes on around them and what others do, they themselves are also capable of causing things to happen and observing the effects of their actions. Therefore, it is important that adults provide materials which allow cause-and-effect exploration. These include balls and small vehicles that roll when pushed; balanced toys that sway when touched; toys that respond to children's efforts to set them in motion, such as wagons, riding toys, rocking toys, and push-and pull toys; and suspended toys and sturdy mobiles that move when children reach and touch them.

Materials children can pull themselves up on and climb on. Infants and toddlers want to use materials to change positions and set themselves in motion. Therefore, caregivers provide them with sturdy tables, chairs, and couches to hold on to as they pull themselves upright, as well as things to climb on like sturdy low boxes, large hollow blocks, ramps, steps and stairs.

Materials that children can make noise with. Caregivers provide materials that allow children to explore the production of a range of sounds: wind chimes, shakers, crackly paper, standard and unusual rhythm instruments, balls of all sizes, rattles, wooden and metal spoons with pots and pans. Infants and toddlers often are surprised by the sounds an object makes when they strike it or drop it on different surfaces.

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Materials Inventory

	Materials We Have	Materials to Add
Plastic		
Metal		
Wooden		
Cloth/leather/ rubber/fur		
Paper/cardboard		
Natural materials		
Objects made of natural materials		

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The High/Scope Approach For Infants and Toddlers: Adult/Child Interaction

Diane Williams
Field Consultant, High/Scope Foundation, Olathe, Kansas

Participants will be able to identify the rationale for forming attachments and bonding with young children and identify qualities of adult support.

(Please refer to the High/Scope Infant/Toddler "Wheel of Learning", and the High/Scope Infant/Toddler Key Experiences, which may be found following the Table of Contents.)

Why Trust and Attachment Are Important for Infants and Toddlers

Trust and attachment support resilience.

A young child's experience of an encouraging, supportive and co-operative mother, and a little later father, gives him a sense of worth, a belief in the helpfulness of others, and a favorable model on which to build future relationships. Furthermore, by enabling him to explore his environment with confidence and to deal with it effectively, such experience also promotes his sense of competence. Thence forward, provided family relationships continue favorable, not only do these early patterns of thought, feeling, and behavior persist, but personality becomes increasingly structured to operate in moderately controlled and resilient ways, and increasingly capable of continuing so despite adverse circumstances.

— John Bowlby. 1969/1982. *Attachment. Attachment and Loss*, vol. 1. New York: Basic Books, p. 378.

Trust and attachment counteract fear and mistrust.

Erikson's first stage of emotional development is the development of infants' trust or mistrust in the people and world in which they live. Caring adults, such as parents and early childhood professionals, have a responsibility in their relationship with infants to teach them that the world in which they live is a safe and friendly place and that the people who care for them can be trusted to meet their needs promptly, responsively, and consistently. If infants learn that they are valued, cared for and respected as significant members of the group, they will have a strong foundation from which to confidently explore and learn about the world as well as for establishing and maintaining relationships. On the other hand, if infants learn from lack of, insensitive, or

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inconsistent adult responsivity to their needs that they are not important in their environment, they may feel insecure, rejected, and mistrustful of people and the world. Such infants will not have a secure base from which to learn and make relationships.

Infants who have developed a sense of trust are more likely to meet adult expectations about behavior because, at some unconscious and fundamental level, they comprehend that the adults in their world have their best interests and well being at heart. Infants who have developed a basic sense of mistrust become suspicious about their world and the adults in it. Such infants are more likely to act in ways which perpetuate mistrust and consequently result in unsatisfying relationships between adult and child. Unless infants develop a basic sense of trust, they are not psychologically ready or competent to meet the demands of the second stage of emotional development.

— Jillian Rodd. 1996. *Understanding Young Children's Behavior*. New York: Teachers College Press, pp. 21-22.

Trust and attachment build confidence.

It is the luck of most babies to be held well most of the time. On this they build confidence in a friendly world, but, more important, because of being held well enough they are able to make the grade in their very rapid emotional growth. The basis of personality is being laid down well if the baby is held well enough. Babies do not remember being held well enough---what they remember is the traumatic experience of not being held well enough.

— D. W. Winnicott. 1987. *Babies and Their Mothers*. Reading, MA: Addison-Wesley Publishing Company, pp. 62-63.

Trust and attachment promote curiosity.

While emphasizing the infant's need for autonomy, one must keep in mind the utmost importance of the relationship that infants develop with their primary caregiver. An intimate trusting relationship is the prerequisite for children's healthy separation and individuation. Only after they get "refueled" during the unhurried times spent with their caregiver will they be willing to let go of the caregiver and explore the environment.

— Magda Gerber. 1981. "What Is Appropriate Curriculum for Infants and Toddlers?" In *Infants: Their Social Environments*, Bernice Weissbourd and Judith Musick, (eds.) 77-85. Washington DC: NAEYC, p. 84.

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Practical Ingredients of Active Learning for Infants and Toddlers

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

To ensure an environment that builds trust, autonomy, and initiative and where active learning can flourish, infant and toddler caregivers give thoughtful, ongoing attention to providing what we call the five ingredients of active learning:

- **Materials**---There are abundant, age-appropriate materials the child can use in a variety of ways. Learning grows directly out of the child's direct actions on the materials.

- **Manipulation**---The child has opportunities to explore (with all his or her senses), manipulate, combine, and transform the chosen materials.

- **Choice**---The child chooses what to do. Since learning results from the child's attempts to pursue personal interests and goals, the opportunity to choose activities and materials is essential.

- **Communication and language from children**---The child communicates his or her needs, feelings, discoveries, and ideas through motions, gestures, facial expressions, sounds, and words. Adults value, attend to, and encourage the child's communications and language in a give-and-take manner.

- **Adult support**---Adults establish and maintain trusting relationships with each child in their care. Adults recognize and encourage each child's intentions, actions, interactions, communications, explorations, problem solving, and creativity.

Keeping the ingredients of active learning in mind, infant and toddler caregivers can create a learning setting that meets the changing needs of their children and provides them with an interesting and supportive environment within which to explore their world, the properties of its objects, and the social nature of its inhabitants.

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Active Learning and Adult Support: A Summary

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

Materials: There are a variety of materials infants and toddlers can use in many ways.

- Children explore and play with a variety of materials.
  - Everyday household objects
  - Natural and found materials
  - Soft, cuddly materials
  - Easy-to-handle materials
  - Squishy, messy materials
  - Materials children can set in motion
  - Materials children can pull themselves up on
  - Materials children can make noise with
- Children have a safe place to explore and play with materials.
- Children have time to explore and play with materials.
- Children have access to materials throughout the day.
- Children have access to materials over long periods of time.

Manipulation: Infants and toddlers manipulate materials freely.

- Children explore materials with their eyes, hands, feet, and mouths.
- Children experiment with materials to find out what they do.
- Mobile children use their whole bodies to roll, sit, and climb on materials and carry them from place to place.
- Children use materials to imitate actions.

Choice: Infants and toddlers choose what to do.

- Children indicate people, materials, and experiences they prefer.
- Children follow their own intentions and initiatives.
- Children decide how to explore and what to do with materials.
- Children use materials to do things for themselves.

Communication and language from the child: Infants and toddlers communicate and talk about what they need, discover, and do.

- Children communicate their needs, feelings, discoveries, and ideas in their own individual ways and at their own pace.
- Children who talk and are learning to talk do so in their own words.

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- Adults watch, listen to, try to understand, and respond supportively to children's nonverbal and verbal communications.

Adult support: Adults recognize and encourage infants' and toddlers' intentions, explorations, ideas, problem solving, and creativity.

- Adults create a psychologically safe, secure environment for children throughout the day.
  - Adults touch, hold, cuddle, speak to, play, and interact with children in a calm, warm, unhurried manner.
  - Adults enjoy children's actions and their interactions with children.
  - Adults respond supportively to children's needs and attention-getting signals.
  - Adults give children their full attention and time to interact and respond in their own ways.
  - Adults acknowledge and encourage children's attachments to other adults and peers.
- Adults form partnerships and share control with children.
  - Adults put themselves at children's physical level.
  - Adults respect and respond to children's feelings, preferences, and temperaments.
  - Adults watch, listen for, and follow children's leads and initiatives in play, communication, and caregiving routines.
  - Adults communicate and converse in a give-and-take manner.
  - Adults use comments and acknowledgments with children rather than enforced repetitions and questions.
  - Adults focus on and encourage things children can and are doing (their strengths and interests) rather than on things children cannot and are not doing (their deficits and things that do not interest them).
  - Adults look at children's actions from children's viewpoints.
- Adults focus on children's actions, intentions, and communications throughout the day.
  - Adults watch and listen carefully to children's individual ways of communicating.
  - Adults anticipate and value children's explorations.
  - Adults encourage and acknowledge children's choices and intentions.
  - Adults help children achieve what they set out to do.
  - Adults give children time to solve problems they encounter.

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Adult-Child Interaction Role-Play Scenarios

With a partner, read a scenario and decide which interaction strategy you might use to support the infant or toddler described. (See adult support strategies listed on page 11.) Then, role play the scenario using the strategy (or strategies) you have selected. As you work through the eight scenarios in this manner, take turns role playing the child and the adult.

1. It is time to get children dressed for going outside. Sam is still sitting at the table, breaking up crackers and slowly putting the pieces into his mouth.

   Interaction strategy to try:

2. Amy, an infant, is lying on her stomach on a blanket. She is reaching for a small plastic ring toy that is beyond her reach.

   Interaction strategy to try:

3. Tanisha is sitting on the floor in the house area. In front of her, she has placed three containers from the shelves. She is putting large wooden beads into the containers, saying "One...one... one..." each time she drops in a bead.

   Interaction strategy to try:

4. At breakfast from her high chair, Samantha is blowing kisses to her caregiver who is sitting at a nearby table with two other children.

   Interaction strategy to try:

5. Kyle and Crystal are sitting in the toy area dumping wooden puzzle pieces out of their frames and putting some of the pieces back in.

   Interaction strategy to try:

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6. Sara stands holding on to the gate in the doorway that opens into the entrance hall saying, "Mama, mama, mama..." after her mom says goodbye to her and leaves in the morning.

   Interaction strategy to try:

7. It is Matthew's turn to have his diaper changed before nap. He is sitting on the floor by the bookshelf, looking at several small books he has taken out of the plastic tub on the shelf.

   Interaction strategy to try:

8. Outside, Ollie is carrying scoopfuls of sand from the sandbox over to a tree and dumping the sand in little mounds around the base of the tree.

   Interaction strategy to try:

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The High/Scope Approach For Infants and Toddlers: Key Experiences

Diane Williams
Field Consultant, High/Scope Foundation, Olathe, Kansas

Participants will be able to identify Infant/Toddler Key Experiences. You will be able to give the rationale for observing infants/toddlers and writing anecdotal observations and identify the format for writing and recording anecdotes. We will discuss the use of anecdotal notes in team planning, and assessing development.

(Please refer to the High/Scope Infant/Toddler "Wheel of Learning", and the High/Scope Infant/Toddler Key Experiences, which may be found following the Table of Contents.)

Key Experiences Frame the Content of Early Learning and Development

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

In an active learning environment children can develop *trust* in themselves and their caregiver, *autonomy and social interaction*, and *initiative*. Through their actions and interactions with their own bodies, other people, and materials, they construct knowledge about themselves and their surroundings. To understand and evaluate the kinds of knowledge infants and toddlers are constructing, adults in High/Scope settings rely on a set of developmental guidelines called *key experiences*.

Collectively, the 37 High/Scope infant and toddler key experiences provide a composite picture of what infants and toddlers do and the knowledge and abilities that emerge from their actions. Caregivers come to appreciate the range of learning embedded in children's play and interactions by looking closely at infants' and toddlers' actions and communications in the nine key experience areas: **social relations** (*Matt hugs Christopher who is crying because his mom left)*, **sense of self** (*Mitchell touches his face and then the reflection of his face in the mirror)*, **communication and language** (*Kelly looks at Tracy [caregiver] and smiles at the sound of Tracy's voice)*, **movement** (*Gina pushes a toy car on the floor and crawls after it)*, **exploring objects** (*Hope takes her pacifier out of her mouth, looks at it, changes its position, and puts it back in her mouth)*, **creative representation** (*One-by-one Sam brings eight wooden animals from different areas of the room and puts them in front of Michael and says, "Doggies!")*, **comparing and counting** (*Keith takes*

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three play people out of a basket and places each one in its own little car), **space** (*Samatha fills up her purse with small blocks and carries it around the room)*, and **time** (*At the end of the day, Jamison sits in front of the window watching for his mom).*

In each of the nine key experience areas, individual key experiences focus specifically on children's actions and interests as they move through the stages of development from infants to toddlers to the beginning of the preschool years. Using the key experiences to guide and interpret child observations, infant and toddler caregivers track children's development and plan ways to provide materials, routines, and interactions that support children's interests and knowledge construction.

Benefits and Advantages of Keeping Anecdotal Notes

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

- Show child's growth and development over time
- Focus on child's daily actions and communications, rather than on what a child does in a testing situation, or on what children generally do according to an "ages and stages" chart
- Provide an ongoing record of child's interests and abilities
- Provide information about children that caregivers use to plan the next day
- Provide information about children that caregivers can share with parents
- Focus caregivers' attention on individual children, rather than on activities
- Help caregivers identify the "invisible" child
- Help caregivers develop objective observation skills
- Help caregivers understand the infant and toddler key experiences as actions statements describing child development

Guidelines for Writing Anecdotes

Source: Jackie Post and Mary Hohmann. *Tender Care: Supporting Infants and Toddlers in Active Learning Settings* (Draft). To be published by High/Scope Press.

1. Anecdotes need a *context.*
   A. Include the child's name or initials. (Avery or A.)
   B. Include a location and time of day. (in the sand at outside time)
   C. Include the date.

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2. Anecdotes describe *what happened.*
   A. Describe the child's actions. (banged on the edge of the sandbox with a spoon)
   B. Put the child's words in quotes. (said, "Aw gone!")

3. Anecdotes are *specific.*
   A. Stick with the facts. Include details rather than general statements.
   B. Be objective rather than subjective.
   C. Focus on what the child can do and is doing rather than on what the child cannot do and is not doing.

Sample Anecdotes

10/7 At choice time, Daniel walked from the bookshelf to the couch in the house area by hanging on to the top of the cupboard.

11/18 After lunch, Samantha sat down by the shelf with the book box, pulled out the book, My Mom, and looked at the pictures upside down.

1/9 When K. asked Michael if he was ready to go outside, he shook his head back and forth several times and said, "No outside. Want snack."

2/17 At choice time, Tempest was lying on her back by the mirror wall. When she started to cry, L. called her name quietly from across the room. Tempest stopped crying to turn and look at L.

Anecdotes to Rewrite

Below are anecdotes about ten infants and toddlers. Discuss and evaluate each anecdote in terms of the Guidelines for Writing Anecdotes on page 40. Rewrite each anecdote as needed.

1. *10/7* Grabbed S.'s hair and refused to let go.

2. *11/2* Smiled and giggled when her caregiver played "peek-a-boo" by putting a light scarf over her (the caregiver's) face.

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3. *10/21* At snack time, made a mess of his cottage cheese by smearing it all over his high chair tray.

4. *11/15* Refused to pick up the toy animals she dumped out onto the floor.

5. *12/1* Put his own boots on his feet "backwards" and said, "I did it!"

6. *10/28* Fussed a lot when her diaper was changed.

7. *11/20* Held two baby dolls, one in each arm, while sitting in a chair in the house area, saying "Baby" and "Dolly" over and over.

8. *10/13* Easily put all blocks in shape sorter.

9. *12/10* Said "Mine" as he held on tightly to his spoon at lunchtime.

10. *11/8* Couldn't pour her juice without spilling.

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Art and the Developing Child

Jill Witherell
Field Consultant, High/Scope Foundation, Johnstown, Pennsylvania

In this session, we'll address the question, "Is Art Important?" In addition, we'll discuss the developmental stages children go through as they experience art and some ways that we can support them.

Notes

(Handout for this session continued on next page.)

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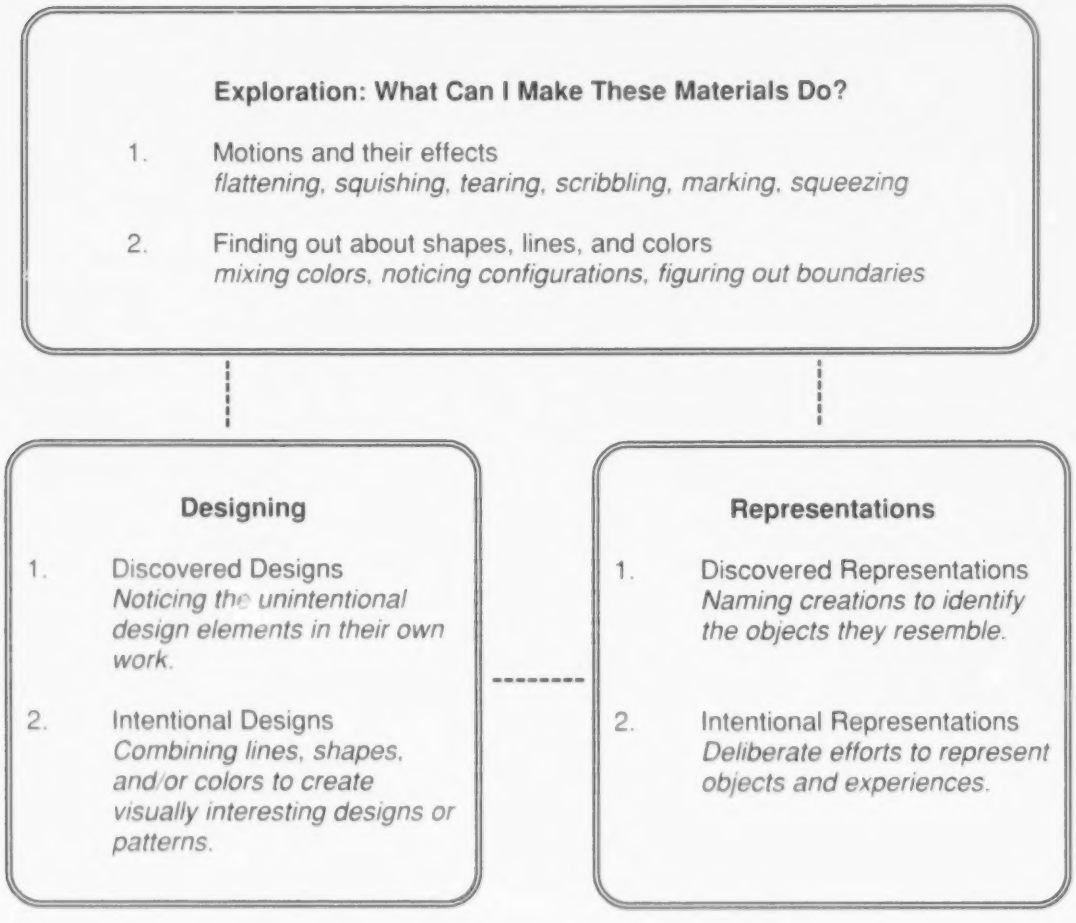
Art Development in Young Children


Exploration: What Can I Make These Materials Do?
1. Motions and their effects
flattening, squishing, tearing, scribbling, marking, squeezing
2. Finding out about shapes, lines, and colors
mixing colors, noticing configurations, figuring out boundaries
Designing
1. Discovered Designs
Noticing the unintentional design elements in their own work.
2. Intentional Designs
Combining lines, shapes, and/or colors to create visually interesting designs or patterns.
Representations
1. Discovered Representations
Naming creations to identify the objects they resemble.
2. Intentional Representations
Deliberate efforts to represent objects and experiences.

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Preschool "Basics" Sessions

These sessions are designed for preschool teachers and administrators who are new to High/Scope or who need a "refresher." Each preschool "basics" session will be presented by a High/Scope Field Consultant who is qualified to train teachers in the High/Scope preschool educational approach.

The handouts for the following sessions will be found in this section:

Why High/Scope — Active Learning
Mark Tompkins

Planning Time — Tell Me About Your Plan
Julie Hoelscher

Recall Time
Julie Wigton

Small-Group Time Ideas —Goo! More Goo! And Still More Goo!!!
Cheri Reed

Preschool Indoor Learning Environment
Cheri Reed

Adult-Child Interaction
Julie Wigton

Preschool Key Experiences Tour
Karen Weber

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Notes

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Why High/Scope — Active Learning

Mark Tompkins
Field Consultant, High/Scope Foundation
Elementary School Principal, East Grand Rapids, Michigan

Active learning is the cornerstone of the High/Scope educational approach, but what do we mean by "active learning"? Come to this session to find out what the High/Scope educational approach is all about.

Mission and Guiding Principles of the High/Scope Educational Approach

The High/Scope Educational Research Foundation is committed to the production and use of knowledge about education and human development that will increase the life chances of children and youth throughout the world. The cornerstone of this commitment is the belief that active, participatory learning in supportive environments is conducive to the growth and strengthening of open, democratic societies.

The High/Scope Foundation carries out research, curriculum development, training, and publishing related to the education of children and youth. High/Scope strives to make its research findings and services useful and widely accessible, disseminating them through its training and publication programs. High/Scope serves adults who work with learners of all ages and those who make their work possible.

The High/Scope Foundation bases its educational approach on four guiding principles:

- From birth through adulthood, the individual develops awareness and understanding through **active involvement with people, materials, events, and ideas**.
- Learning is most effective when the individual **plans, carries out, and reflects on intentional activities**.
- A variety of developmentally appropriate **active learning experiences** contributes to the individual's intellectual, social, emotional, and physical development.
- **Consistent support and respect for personal decision-making** strengthen the individual's confidence, self-control, and sense of personal effectiveness and responsibility.

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What Is Active Learning?

Active learning is the principal element of the High/Scope educational approach. It has five ingredients:

- **Materials.** A variety of interesting materials are readily accessible to children.
- **Manipulation.** Children are free to handle, explore, and work with the materials.
- **Choice.** Children have opportunities to set their own goals and select materials and activities.
- **Language from the children.** Children communicate, verbally and nonverbally, what they are doing and what they have done.
- **Support from adults.** Adults encourage the children's efforts and help them extend or build upon their work by talking with them about what they are doing, by joining in their play, and by helping them learn to solve problems that arise.

Many teachers believe that as long as children are handling materials, they are engaged in active learning. Manipulation of materials is essential, of course, but by itself does not constitute active learning. Active learning occurs when all five of the ingredients are present.

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Planning Time — Tell Me About Your Plan

Julie Hoelscher
Field Consultant, High/Scope Foundation, St. Joseph, Michigan

This workshop explores the development of planning in the High/Scope Plan-Do-Review process for preschool children. Strategies for planning time will be developed by participants based on children's interests. Visibility games, group games, props and partnerships, and representations will be shared.

"The occurrence of a desire and impulse is not the final end. It is an occasion and a demand of for the formation of a plan and method of activity."
— John Dewey

Planning: A Summary

What It Is

- Establishing a problem or goal
- Imagining and anticipating actions
- Expressing personal intentions and interests
- Shaping intentions into purposes
- Deliberating
- Making ongoing modifications

Why It Is Important

- Encourages children to articulate their ideas, choices, and decisions
- Promotes children's self-confidence and sense of control
- Leads to involvement and concentration on play
- Supports the development of increasingly complex play

Where to Plan

- In a place where intimate conversations can occur
- In a stable pair or group
- Where people and materials are visible

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What Children Do as They Plan

- Develop the capacity to express their intentions
- Indicate their intentions through gestures, actions, and words
- Make vague, routine, and detailed plans
- Make perfunctory and real plans
- Make a variety of plans over time
- Engage in the planning process at home

Planning Time Checklist: How Adults Support Children's Planning

Adults examine their beliefs about child planning and their personal interaction styles.

Adults plan with children in an intimate setting.

__Adults plan in a place where intimate conversations can occur.
__Adults plan in a stable pair or group.
__Adults plan where people and materials are visible.

Adults provide materials and experiences to maintain children's interest at planning time.

__Visibility games
__Group games
__Props and partnerships
__Representations
__Children take charge

Adults converse with individual children about their plans.

__Adults elicit children's plans by asking "what" questions.
__Adults converse about children's concerns that might be impeding planning.
__Adults elicit children's plans by "talking story."
__Adults listen attentively to children's responses.
__Adults converse in a conscious "turn-taking" manner with nonverbal and vague planners.
  __ Interpret gestures and actions.
  __ Ask an initial open-ended question.
  __ Narrate what you see and comment on what the child says.
  __ Offer alternatives when the child does not respond.
__Adults converse with routine and elaborate planners.
  __ Converse about space and materials.
  __ Talk about details.

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__ Talk about sequence.
__ Remind children of related prior work.
__ Adults encourage playmates to plan together.
__ Adults value children's plans.
__ Encourage rather than praise children's ideas.
__ Write down children's plans.
__ Adults note the connection between children's plans and actions.

Adults anticipate changes in children's planning over time.

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Recall Time

Julie Wigton
Field Consultant, High/Scope Foundation, Singapore

Are you new to High/Scope? Have you heard about recall time and want to know more? What is recall time? Why is it important? What do children do at recall time? What do adults do at recall time? Come to this session and discover the what's, how's, and why's of recalling with children.

Recalling: A Summary

What It Is

- Remembering and reflecting on actions and experiences
- Associating plans, actions, and outcomes
- Talking with others about personally meaningful experiences

Why It Is Important

- Exercises children's capacities to form and talk about mental images
- Expands children's consciousness beyond the present

Where to Recall

- In intimate groups and places
- With those who shared the experiences children are recalling

What Children Do as They Recall

- Grow in their capacity to recount past events
- Select experiences to recall
- Construct their own understanding of what they have just done
- Recall experiences in a variety of ways

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Recall Time Checklist: How Adults Support Children at Recall Time

Adults examine their beliefs about how children learn at recall time.

Adults recall with children in a calm, cozy setting.

__Recall in intimate groups and places.
__Recall with those who shared the experiences children are recalling.

Adults provide materials and experiences to maintain children's interest at recall time.

__Tours
__Group games
__Props and partnerships
__Representations

Adults converse with children about their work-time experiences.

__Adults take an unhurried approach to recall.
__Adults invite children to talk about what they have done:
  __ Pick up on children's opening comments.
  __ Comment on a child's play.
  __ Ask an open-ended question.
__Adults watch children and listen attentively.
__Adults contribute observations and comments to keep recall narratives going.
__Adults use questions thoughtfully and sparingly.
__Adults support children's co-narratives and conflicting viewpoints.
__Adults acknowledge (rather than praise) children's work-time experiences.
__Adults note connections between children's recall narratives and plans.

Adults anticipate changes in the way children recall over time.

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Small-Group Time Ideas
Goo! More Goo! And Still More Goo!!!

Cheri Reed
Field Consultant, High/Scope Foundation, Richmond,Kentucky

What is small-group time? Why is it important? What do children do at small-group time? How do adults support children at small-group time? Want to learn about small-group time, have fun doing it and take great ideas back to your classroom? If so, this hands-on workshop is for you!

Small-Group Time: A Summary

What It Is

- An adult-initiated learning experience based on children's interests and development
- The same group of children with the same adult
- Active learning in a supportive setting

Why It Is Important

- Builds on children's strengths
- Introduces children to materials and experiences they might otherwise miss
- Provides children with regular peer contacts and interactions
- Lets adults observe and interact daily with the same group of children
- Enables adults to practice support strategies in a stable setting

Where to Meet

- In a consistent place
- In a special location near the relevant materials

What Children Do at Small-Group Time

- Explore, play, work with materials, and talk about what they are doing
- Solve problems they encounter

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Small-Group Time Checklist: How Adults Support Children at Small-Group Time

Adults examine their beliefs about how children learn at small-group time.

Adults form well-balanced small groups.

Adults plan small-group experiences ahead of time.
__Plan around the interests of individual children.
__Plan around new and unexplored materials.
__Plan around key experiences.
__Plan around local traditions.

Adults prepare for small groups before children arrive.
__Gather materials for each child.
__Have materials ready.

Adults set small groups in motion: *the beginning.*
__Give children materials as they arrive.
__Make a *brief* introductory statement.

Adults support each child's ideas and use of materials: *the middle.*
__Move to children's physical level.
__Watch what children do with materials.
__Listen to what children say.
__Move from child to child so all children receive attention.
__Imitate children's actions.
__Converse with children, following their leads.
__Encourage children to do things for themselves.
__Refer children to each other for ideas and assistance.
__Ask questions sparingly.

Adults bring small-group time to a close: *the end.*
__Realize that children finish at different times.
__Give children a warning near the session's end.
__Support children's concluding observations.
__Tell children that materials will be available at work time.
__Ask children to put away materials.

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Small-Group Time Planning Sheet

Originating idea:

Materials:

Possible key experiences:

Beginning:

Middle:

End:

Follow-up:

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Preschool Indoor Learning Environment

Cheri Reed
Field Consultant, High/Scope Foundation, Richmond,Kentucky

The learning environment of your classroom impacts the children in your care. This session will look at the basics of planning and setting up the Indoor Learning Environment.

Guidelines for Planning the Indoor Learning Environment

Arranging the Play Space

1. Divide the space into well-defined interest areas for distinctive types of play.
2. Choose names for the interest areas that children can understand.
3. Establish visual boundaries between the interest areas.
4. In developing a floor plan, consider the fixed elements of the physical setting and the traffic flow within and between the interest areas.
5. Plan the interest areas to accommodate many types of play.
6. Modify the interest areas throughout the year.

Choosing Materials

7. Choose materials that reflect the children's interests.
8. Choose materials that are appropriate for the children's developmental levels.
9. Provide items that can be used in a variety of ways.
10. Choose materials that support the different types of play that are typical of young children.
11. Choose materials that reflect the experiences and cultures of the children in the program, and that reflect human diversity in unbiased ways.
12. Make sure the materials are safe, clean, and well maintained.

Storing Materials

13. Store materials so that children can reach them.
14. Use see-through containers to store materials in plain view.
15. Make sure materials are consistently stored in the same place.
16. Label shelves and containers so children can find and put away materials.

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Sample Materials List for a High/Scope Classroom

The following list represents some of the many possible materials children could find in the interest areas (art, house, block, toy, reading and writing, sand and water, music and movement areas) in a High/Scope classroom. Use this list to help plan for materials you want to add to the areas in your setting.

Art Area

Materials for mixing and painting
- ___ tempera paint
- ___ liquid starch for finger paint
- ___ soap flakes
- ___ water-color paints
- ___ easels
- ___ plastic squeeze bottles
- ___ jars with lids for storing paints
- ___ paintbrushes of different sizes
- ___ muffin tins, frozen food tins
- ___ saucers for painting, printing
- ___ sponges
- ___ paper towels
- ___ smocks or paint shirts
- ___ toothbrushes
- ___ screening

Materials for holding things together and taking them apart
- ___ scissors
- ___ yarn
- ___ shoestrings
- ___ string
- ___ rubber bands
- ___ paper clips
- ___ cellophane tape
- ___ masking tape
- ___ white glue
- ___ paste
- ___ paper punch
- ___ staplers

Materials for two-dimensional representations
- ___ pencils
- ___ colored pencils
- ___ crayons
- ___ chalk and chalkboard
- ___ markers
- ___ ink pads and stamps
- ___ magazines and catalogs
- ___ paper of different sizes, textures, colors
- ___ newsprint
- ___ aluminum foil
- ___ wax paper
- ___ tissue paper
- ___ cotton balls
- ___ paper scraps
- ___ paper plates
- ___ shoe boxes
- ___ wallpaper samples
- ___ cardboard pieces

Materials for three-dimensional representations
- ___ clay
- ___ Play-Doh with accessories
- ___ buttons
- ___ straws
- ___ egg cartons
- ___ ice cream tubs
- ___ empty thread spools
- ___ pipe cleaners
- ___ clothespins
- ___ bits of wood
- ___ sequins
- ___ cardboard tubes
- ___ paper bags
- ___ cloth, felt, rug, vinyl scraps
- ___ feathers
- ___ Styrofoam bits
- ___ macaroni

House Area

Materials children see at home
- ___ telephones
- ___ old clocks
- ___ one-step stepladder
- ___ plastic tool box
- ___ child-sized ironing board, iron
- ___ soft chair
- ___ small vacuum cleaner
- ___ broom and dustpan
- ___ toaster
- ___ non-working microwave
- ___ luggage
- ___ cooler or ice chest
- ___ desk
- ___ small tables and chairs

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Materials for pretend play
___ props for pretend play (e.g., barbershop, farm, fire station, doctor's office, restaurant, gas station)
___ dolls, stuffed animals
___ doll beds
___ baby rattles, bibs, bottles
___ clothes and hats
___ mirror
___ sleeping bag

Kitchen equipment
___ child-sized stove, refrigerator, sink
___ adult-sized pots and pans
___ cooking utensils
___ large and small spoons
___ large and small spatulas
___ eggbeater
___ egg timer
___ teapot, coffee maker
___ ladle
___ ice cube trays
___ hamburger press
___ cake tins
___ mixing bowls
___ measuring cups
___ canister set
___ sifter
___ potholders
___ adult-sized plates, cups, bowls
___ sponges, dishcloths, towels
___ napkins, placemats
___ plastic fruit
___ plastic vegetables
___ poker chips, bottle caps
___ Styrofoam bits, buttons, small pine cones
___ acorns
___ cereal boxes
___ cans, cartons, jars, and bags

Block Area

Materials to build with
___ building materials
___ large hollow blocks
___ unit blocks
___ small blocks
___ cardboard blocks
___ blocks made from shoe boxes
___ milk cartons
___ carpet pieces
___ bedspreads, old sheets, and blankets
___ large and small boxes
___ wood scraps
___ tubes
___ string, rope

Materials to represent with
___ steering wheel, used keyboard, telephone
___ small trucks
___ small cars and people
___ Tinkertoys
___ interlocking boards
___ wooden train set and track
___ barn and farm animals

Toy Area

___ Legos
___ marble games
___ puppets
___ puzzles
___ magnifying glasses
___ nesting cans, coffee cans, or cups
___ cuisenaire rods
___ washers, nuts-and-bolts
___ pegs and pegboards
___ stacking rings
___ magnets
___ interlocking squares
___ scales and balances
___ bead stringing materials
___ attribute blocks
___ buttons, stones, shells
___ picture dominoes
___ parquetry blocks
___ little people

Reading and Writing Area

Materials for writing
___ pencils
___ crayons
___ erasers
___ old computer keyboard
___ markers
___ typewriter
___ rubber stamps
___ paper clips
___ tape
___ rulers
___ different kinds of paper: graph paper and paper with and without lines
___ envelopes
___ stamps or stickers
___ inkpad

Materials for reading
___ assorted books
___ photograph books (field trips, etc.)
___ child-made books

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___ beanbag chair

Sand and Water Area

Materials for a water table
___ plastic cars and trucks
___ pans, dishes, and silverware
___ plastic tubing
___ squeeze bottle
___ siphon and pump
___ funnels
___ measuring cups and spoons
___ smocks

Materials for a sand table
___ materials also found in water table
___ shovels, spoons
___ sifters and strainers
___ dried beans, peas, sawdust, and wood shavings to add to sand or substitute for it

Music and Movement Area

Equipment
___ tape player
___ tapes of teacher or other adults reading stories
___ microphone
___ earphones
___ streamers

Musical instruments
___ triangles
___ bells
___ sand blocks
___ maracas
___ wooden xylophone
___ tambourines
___ drums

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Adult-Child Interaction

Julie Wigton
Field Consultant, High/Scope Foundation, Singapore

Taking cues from children as they play, converse, and solve problems — this session is an exploration of the partnership that underlies adult-child interactions in active learning settings throughout the day.

Interaction Strategies That Encourage Active Learning

♦ **Offer children comfort and contact.**

__ **Look for children in need of comfort and contact.**
Children who are expressing anxiety or discomfort, watching others play, moving rapidly from one material to another, asking frequently for adult acknowledgment, or needing ongoing assistance in starting and continuing their plan are often in need of this type of interaction.

__ **Offer reassuring physical contact.**
Children sometimes need a hand to hold, a lap to curl up in, reassuring arms around them, or just an adult's calm presence nearby.

__ **Offer simple acknowledgment.**
Occasionally all that is needed is an acknowledgment of children's efforts — a simple nod and a smile, or a comment such as "I see" that shows you notice their efforts.

♦ **Participate in children's play.**

__ **Look for natural play openings.**
Generally, it is more natural and less disruptive to join children's exploratory play, pretend play, or games, rather than their constructive play.

__ **Join children's play on the child's level.**
This may mean squatting, kneeling, sitting, and occasionally even lying on the floor. This way, children are not "looking up" to you, and you are not "looking down" on children.

__ **Play in parallel with children.**

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This strategy can be effective during exploratory play, as the adult plays near the child using the same materials in the same or a similar manner.

__ **Play as a partner with children.**
This works well with children involved in pretend play or games, with adults functioning as equals and followers.

__ **Refer one player to another.**
This enables children to recognize each other's strengths, regard each other as valuable resources, use their abilities for the benefit of others, and play cooperatively.

__ **Suggest new ideas within ongoing play situations.**
Adults may also wish to challenge young children's thinking and reasoning to expand the breadth of their play and, consequently, their understanding.

__ **Offer suggestions *within the play theme*.**
__ **Address the role person rather than the child.**
__ **Respect the child's reaction to your idea.**

♦ **Converse with children.**

__ **Look for natural opportunities for conversation.**

__ **Join children at their level for conversation.**

__ **Respond to children's conversational leads.**
When adults are silent yet attentive, and listen patiently and with interest to ongoing conversations, children will likely address them directly or make the first move toward involving them in conversation.

__ **Converse as a partner with children.**
Pass conversational control back to children at every opportunity:
- ♦ Stick to the topic the child raises.
- ♦ Make comments that allow the conversation to continue without pressuring the child for a response.
- ♦ Wait for the child to respond before taking another turn.
- ♦ Keep comments fairly brief.

__ **Ask questions responsively:**

__ **Ask questions sparingly.**

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Too many adult questions can dampen conversation with young children, by keeping the adult in control of the conversation and forcing the child to respond to the adult's agenda. However, the right kind of adult questions — those that are responsive to children's play interests — can sometimes stimulate a rich dialogue with children, if they are used sparingly.

__ **Relate questions directly to what the child is doing.**
Questions that discourage conversation tend to be questions about facts the questioner already knows (What color is that? Which board is longer? Is that a house?), or questions unrelated to the situation at hand (Child is coloring. Adult asks, "How is your new baby brother?"). On the other hand, when questions are asked out of genuine curiosity and relate directly to what the child is doing, they may stimulate discussion.

__ **Ask questions about the child's thought process.**
Among the best kinds of questions are those that encourage children to describe their thinking — for example, How can you tell? How do you know that? What do you think made that happen? How did you get the ball to ...? What do you think would happen if ...?

♦ **Encourage children's problem solving.**

__ **Look for children involved in problem situations.**

__ **Allow children to deal with problems and conflicting viewpoints.**
Practice restraint — avoid interfering prematurely!

__ **Sit down with children.**
This gives children more time to work things out on their own.

__ **Give children time to use their own problem-solving skills.**
Wait until children ask for assistance, or until they have made an attempt at a solution and seem about to abandon the effort.

__ **Refer one child to another.**
Whenever possible, refer children to other children who have the skills to help them.

__ **Listen to conflicting viewpoints.**
Rather than keeping children from arguing, encourage children to elaborate on their views.

__ **Interact with rather than manage children.**

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Adults who *manage* (pass out instructions and warnings) rather than *interact* (play and converse as partners) prevent children from confronting and working with child-sized problems.

__ **Assist matter-of-factly with unresolved conflicts.**
When intervention is necessary, adults should be patient, respectful, and nonjudgmental.

- __ **Elicit, listen to, acknowledge children's descriptions of problems.**
- __ **Encourage children to talk with one another about the situation they are experiencing.**
- __ **Interpret for less articulate children when necessary.**
- __ **Help children generate alternatives.**

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Preschool Key Experiences Tour

Karen Weber
Field Consultant, High/Scope Foundation,
Director of Early Childhood Education, King's Schools, CRISTA Ministries,
Seattle, Washington

Set sail on a tour through the High/Scope key experiences! Explore the ten areas which make the High/Scope Educational Approach so exciting for kids and teachers alike. Find out why they are important and learn ways to integrate them into your program. Bring your questions and ideas to share. This in-depth look into the key experiences will have you seriating, moving, classifying, and creatively representing with the best!

Notes

(Please refer to the High/Scope Preschool Key Experiences, which may be found following the Table of Contents.)

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Movement and Music Sessions

The following handouts will be found in the Movement and Music section:

Session 1 — *Movement and Music in the Classroom — How Do I Make It Work?*
Phyllis S. Weikart and Elizabeth B. Carlton

Session 2 — *Movement Activities for Large–Group Time*
Phyllis S. Weikart and Elizabeth B. Carlton

Session 3 — *Steady Beat — What Is It and Why Do Children Need It?*
Phyllis S. Weikart and Elizabeth B. Carlton

Session 4 — *Music Activities for Large–Group Time*
Christine A. Boisvert-Ashley

Session 5 — *Guide me to the Rhythmically Moving Guides — Activities and Concepts for the Classroom*
Phyllis S. Weikart and Elizabeth B. Carlton

Session 6 — *Singing in the Classroom — How Many Ways?*
Phyllis S. Weikart and Elizabeth B. Carlton

Session 7 — *A Personal Development Lab for You — Steady Beat and Singing*
Phyllis S. Weikart and Elizabeth B. Carlton

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Notes

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Movement & Music in the Classroom How Do I Make it Work?

Phyllis S. Weikart
Associate Professor Emeritus, University of Michigan
Director, Education Through Movement: Building the Foundation
Movement Consultant High/Scope Foundation

Elizabeth B. Carlton
Assistant Professor Emeritus, Catawba College
Music Consultant High/Scope Foundation
Adjunct Trainer, Education Through Movement

Children move all the time in the classroom, and often make sounds and sing spontaneously. Adults can support children by using a consistent process that adds movement and music to active learning throughout the daily routine. Helping children develop purposeful movement and music abilities provides links to their cognitive development and enhances their overall learning. Come and participate in delightful activities that help children ages 3-7.

SESSION 1

**Young children are kinesthetic learners—needing to move to enhance their cognitive learning.

Opening: "If You're Happy" A way to move is given after each phrase. Participants suggest other ways to move.

Nonlocomotor and locomotor purposeful movement

O'Keefe Slide/Kerry Slide RM1

What movement and music key experiences have we used?

Introduction to purposeful movement: What is it? Why use it?

Movement Core: Motor development base for purposeful movement. FEE: Mov't, p. 50

- Nonlocomotor order: Both sides (2 hands pat);
  One side (1 hand pats) in repetition...Other side; Alternating (alternate hands)
- Locomotor order: Alternating (march); Both sides (jump);
  One side in repetition...Other side (hop)
- Movement held still (STATIC); continuous movement (DYNAMIC)
- One movement repeated (SINGLE); movement pattern (SEQUENCE)

Body = Primary Learning Center

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It helps children to have teachers initiate nonlocomotor movement with both sides, single. If one side is used, the children should try the movement on the other side.
In locomotor movement the easiest is single, alternating (step, march). Jumping and hopping are harder.
** Teachers need to encourage students to "try it with the other hand or foot" in order to engage the opposite side of the brain.

It also assists students to have teachers use the *Education Through Movement* Teaching Model

Teaching Model Components:	**FEE: Movement, p. 31**
SEPARATE:	Demonstrate *or* Tell *or* Use hands-on guidance to help children respond to what they SEE, HEAR, and FEEL
SIMPLIFY:	Begin with what is easy or manageable to learn so that children are immediately engaged at a level where they can feel successful
FACILITATE:	Engage learners through action, thought, and language to help them think about and describe their actions

Partners lead each other in SEPARATE
Connect SIMPLIFY to the Movement Core. How else can we simplify?
Group analyzes use of FACILITATE after experiencing *"Where is Thumbkin?"*

Movement Plus Rhymes...

Using the Movement Core & Teaching Model:

***"Where is Thumbkin?"* Curriculum Concepts:** In front of & in back of, representation
Movement Key Experiences: Moving in nonlocomotor ways Mov't Plus Rhymes...
Acting upon movement directions
Music Key Experiences: Moving to music and Singing songs
Copy the movements of the leader for hands behind the back then fists in front.
Copy again as the thumbs are up when the hands come in front.
Copy again with one hand at a time coming in front with thumbs up.
Add the first two lines of the song.
Have the thumbs talk to each other and add line 3 of the song
Have a child suggest how each thumb could run away and finish the song.
Extension: Do the song with other fingers

Movement-Based Active Learning Strategies:	**FEE: Movement, p. 42**
• Exploration of Purposeful Movement	• Choices and Planning by Students
• Language listened to and supplied	• Initiation by Teacher and Students
• Facilitation and Reflection	• Support from Teacher and Peers

Connect the active learning strategies you have experienced to the above activity (*Where is Thumbkin?)*

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Movement-Based Active Learning Approach (A Process for Education)

- Key Experiences in Movement
- Teaching Model
- Movement Core
- Active Learning Approach Strategies

Why do today's children need movement-based active learning?

Process Using Purposeful Movement

Purposeful movement: What is it?

- Follow tiptoe visually; copy and describe everything you see.
- Follow pound visually; copy and describe everything you see.
- Explore nonlocomotor and locomotor movements from the "menu."
- Groups present the following: gallop, slide, jump/hop; swing, twist, turn
  Other participants copy, describe and compare

**Nonlocomotor (NL) movement is anchored; performed in personal space.

**Locomotor (L) movement is not anchored; performed in personal or general space.

**Essential aspects of nonlocomotor & locomotor mov't: body, language, "where", "how"

Using Nonlocomotor & Locomotor Movement with Recorded Music

"How Shall We Move?" Curriculum Concept: Specific movements
Movement Key Experiences: Moving in nonlocomotor & locomotor ways
Acting upon movement directions
Music Key Experience: Moving to music **Yankee Doodle RM2**
Movement & Music Key Experience: Feeling and expressing steady beat

- Copy leader to the music
- Groups: one person is the leader to the AB music played twice - the 2nd time movement is repeated. The 2nd leader does different movements
  (The music is started over with each new leader)

Purposeful Movement with Visual & Auditory Processing

"Process & Respond to Static Movement" Curr. Concept: Visual/Verbal processing
Movement Key Experience: Acting upon movement directions

- Leader does a visual static movement with both sides and group responds
- Leader gives a verbal direction for a static movement (both sides) - group respond
- Groups: Participants take turns as the leader for visual and verbal directions
  Furry Friends and Puppets are used by the leader

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Purposeful Movement with a Rhyme

" My Shadow" **Curriculum Concept:** Following **Source:** Elizabeth B. Carlton

Movement Key Experiences: Moving in nonlocomotor & locomotor ways
Acting upon movement directions, Describing mov't

Movement & Music Key Experience: Feeling and expressing steady beat

"I have a little shadow - that likes to follow me
It's very, very good at that! Watch and you will see."

3-4 yr. old way: One child is the leader after the rhyme is said. The other children copy the leader and describe.

Older children: Work in partners - one is the leader and one the follower

Purposeful Movement with a Song

"Follow, Follow" **Curriculum Concept:** Processing **Movement Plus Rhymes...**

Movement Key Experiences: Moving in nonlocomotor (and locomotor) ways
Acting upon movement directions

Movement & Music Key Exp.: Feeling and expressing steady beat

Sing "*Follow, Follow*" Child begins a movement and the song is sung with the child's name in it. (A 6' parachute may be used for children to hold as they go around.)

Extension: Child leader pats steady beat and the song is sung. When the song ends the child leads others in a copying response game: two sides, single, static

Variation: Child may choose to give verbal directions for the others to process and respond - single directions

Purposeful Movement with Action Songs

"Start Your Day with a Hug" **Curr. Concept:** Sequences **Mov't Plus Rhymes...**

Movement Key Experiences: Moving in nonlocomotor ways
Moving in sequences to a common beat

Music Key Experience: Singing songs

- Listen to the song and identify words that could be shown with movement.
- Children suggest ways to do the movements identified.
- Movements are sequenced.
- The song is sung pausing at the end of each phrase for the movement to be done.

Extension: Think of other ways to start the day and substitute them in the song

Reflection: How and when can you make movement and music in the classroom work?

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Movement Activities for Large-Group Time

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Children's movement responses can bring concrete understanding to tasks and words that otherwise are abstract to them. Large group time provides the ideal opportunity to engage children in making decisions about movements, movement games, early childhood fitness games, action songs, and many creative activities that require their initiative. Come move and learn to extend children's motor skills through the movement key experiences.

SESSION 2

Opening: Nonlocomotor & locomotor to music **Peat Fire Flame RM2**

What purposeful movements were you aware of, and what labels can we apply to them?

** Building the gross motor ability in nonlocomotor and locomotor movement leads a child to improved strength, balance, coordination, awareness, and steady beat timing.

Nonlocomotor (NL) movement is anchored, and is performed in personal space.

Locomotor (L) movement is not anchored, and is performed in personal or general space.

**4 Essential aspects of nonloco. & loco. movement: body, language, "where" and "how"

"What Does My Body Do?"

- Small groups copy each other with the following locomotor movement. Decide what the body does with each label: Jump, hop, gallop, slide, and skip
- Perform in the full group each movement described

  Each group shares one way; full group copies; full group describes
- Small groups explore the nonlocomotor action words and present one.
- Explore nonlocomotor movements. Copy each other to discover what the body does: Swing, twist, turn, curl
- Describe a movement for the full group to do.

Extension: Copy how I'm jumping.
Copy how I hop.
Copy how and where I gallop.
Copy when I stop. (statue shape)

Apply the rhyme to nonlocomotor movements and action words

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"Gallop All Around" **Movement in Steady Beat**

- All explore galloping.
- One person is the leader and chooses a way to gallop. All copy the leader.
- The group listens to the song while patting steady beat and indicates what happens at the end of the song. All sing the song which is preceded by "Anchor Pitch" (the first note of the song)..
- The leader's way to gallop is begun, Anchor Pitch is added and all sing and move; then put the body part on the floor that's indicated at the end of the song.
- Someone else volunteers to be the leader with the same or different locomotor movement. This new leader also chooses what goes on the floor at the end of the song.

All copy and the song is sung.

Extension: An instrumental recording is substituted for the song. The body part selected is put on the floor when the music stops. **Sliding RM1**

"Early Childhood Fitness" **La Raspa RM3**

- Follow the leader's alternating locomotor movement
- Follow the leader's two-sided nonlocomotor movement
- The music is added and the movements are done twice through the music.
- All select an alternating locomotor and 2-sided nonlocomotor movement to do to the music.

Try the movements out to the music

- Try leading in a small group, presenting the movements first before music is added.

Extension: Use other instrumental music on the *Rhythmically Moving* recordings.

"Little Red Wagon" **Movement Plus Rhymes, Songs...**

- Children explore how they will move in their wagons.
- One child is the leader and selects a movement or do in the imaginary wagons. All copy.
- Movement is started and the song is added; then another child is the leader.

Also have children decide on the color of the wagon to use with the song on each verse.

Extension: Substitute another vehicle to ride on or in.

"Parades" **Apat Apat RM4**

- In preschool the parade line is half the class or the entire class. Children often initiate parades in small groups during work time. Adults should not initiate the addition of rhythm instruments to the parade as we are trying to have children march to the beat (it is hard to have children do two things at once): if the children want to add these instruments at work time, that's fine.
- In Kindergarten or with older students, parade lines of 4 or 5 students works well and adds space awareness to the task.
- In both preschool and with older students, have the leader of the parade line anchor both hands against a body part of their choosing, such as shoulders, and the others in the line copy the leader.

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"Les Saluts" **Les Saluts RM1**

- All travel around the space for the 1st A section of the music (16 steps) and return on the second A (16 steps). Children are encouraged to decide how to travel.
- On the 2nd part of the music, B section, pat different body parts. (Children choose where to pat.) Lift the hands off after the 6th pat and wait while the music pauses. Then return to pat two more times.

"Seven Jumps" **Seven Jumps RM2**

- Children copy jogging in place and then jumping (12 jogs plus 1 jump and wait 4 beats)
- Children suggest static movements to lead on the held chords; several movements are used.
- Children listen to the music to determine where the static movements are used.
- For the preschool children begin with three or four movements and then stop the music.
- At a later time or with other students, they select the first 3 movements and then the adult leads the remaining one described in **FEE: Movement**

Extension: Children choose a way to move around the large group time circle. They stop and create a statue shapes on the first held chord. They make one additional move with each held chord

Reflection: What important learning experiences have these movement activities provided for children?

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Steady Beat: What Is it and Why Do Children Need It?

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What is the difference between steady beat and rhythm? Why should adults include daily steady beat activities for the children and avoid moving to words and syllables of words? What advantages do "timed" children have that can be observed? High/Scope research now provides evidence that young children who have steady beat abilities can attend better. They perform better in academics, music, and sports. They are better able to exhibit internal control. Come and participate in movement-based active learning experiences that focus on steady beat.

SESSION 3

Opening: Follow steady beat movements to music **Rakes of Mallow RM2**
What did you notice about the steady beat movements?

What is steady beat? Moving with a steady beat means there is the same amount of time between movements—constant pulse.

What is rhythm? Moving in rhythm means shorter or longer amounts of time between movements—"action with and among the beats" E. Carlton
(Words and syllables of words, when used, create uneven lengths of time between movements)

Setting up steady movement:

- Match a partner's steady movement (use visual, verbal & tactile modalities)
- Match a group member's steady movement
- Follow leader's simple nonlocomotor and locomotor steady beat movements in response to the music—notice the use of the movement core (2 sides NL and alternating L). What is the timing relationship between the nonlocomotor and locomotor movements?

Lead a small group to the same music. **Haya Ze Basadeh RM2**

- Partners work together, using the following plan:

Step 1: #1 plan & step microbeat; partner copies movement; #1 recites a rhyme such as "Pease Porridge Hot"
Step 2: #1 plan & initiate macrobeat rock or pat; partner copies; #1 recites the same rhyme
Step 3: Exchange roles for Steps 1 and 2; use another rhyme
Step 4: Lead micro- and macrobeat of a recording (step, rock, pat) **Apat Apat RM4**

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Experience microbeat and macrobeat listening to rhymes:

- Group experiences examples to understand.
- Group listens and feels steady microbeat then macrobeat.
  "My Puppy Loves Flowers" *Kids Pick the Funniest Poems* by Bruce Lansky
  "There's Music in a Hammer" *Poems by A. Nony Mouse* by Jack Prelutsky
- Contrast using rhythm instead of steady beat.

Children need to focus with steady beat on the entire word/phrase/sentence, not on syllables.

Why stay in steady beat?

**Movement response to rhythm of the words seems to fracture comprehension of the spoken or read text.

**Understand microbeat*: regular stepping beat; each beat in a group of 2 or 3 beats
**Understand macrobeat*: rocking beat, organizing beat; beat 1 for groups of 2 or 3 microbeats
**Understand the relationship of microbeat to macrobeat
*Dr. Edwin Gordon's terms (nationally recognized music learning theorist)

Reinforce the hearing-feeling connection in early childhood

- Rock the infant while chanting, singing, or listening to recorded music
- Reinforce a toddler's initiated steady beat movements (pound, march) with single words, rhymes, songs
- Use of tactile reinforcement—patting on shoulders or rocking child **Alley Cat RM3**

Application: Plan daily experiences for young children (age 3 & older students) to feel and keep both microbeat and macrobeat as they LISTEN

BASIC TIMING: Outcome of the key experience Feeling and Expressing Steady Beat
*The ability to **independently feel, express, and keep** the steady beat of rhymes, songs, and recordings* **FEE: Movement, p. 155-184** **FEE: Music, p. 26-34, 83-92**

Guidelines for developing steady beat with children:

- Steady beat activities every day (children listening to rhymes, songs, recordings, speaking single words, and two-word combinations, speaking rhymes and singing songs, having parades to instrumental music)
- Students keep steady beat while they are speaking a rhyme or singing a song:

(1) begin with steady beat movement
(2) Add the anchor word (anchor pitch) to bring all to synchronization
(3) Add the rhyme or song

- Use single movements (rock, pat with two hands, step/walk)
- Macrobeat (beat 1 in each group of 2-3 microbeats) with upper body and rocking
- Microbeat (each beat in the group of 2 or 3 beats) with step/walk
- Use silent movements (spider pats, step/walk softly)
- Rhythm is only spoken, sung, or listened to **(movement stays in steady beat)**

Steady Beat Experiences: Small groups keep beat with the following:

- Speak body part names
  Decide on three body parts and perform to music **Zigeunerpolka RM2**
- Speak first names and single words

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- Speak 2-word combinations, e.g., teddy bear, purple popsicle (one pat for two words)
- Rhymes:
  "Jack Be Nimble" *"Jack and Jill"* *"Pease Porridge Hot"*
- Songs:
  "I Love You" (Barney) *"Farmer in the Dell"* "Wheels on the Bus"
- Recordings:
  La Raspa RM3 Yankee Doodle RM2

Sing together: *"Beat is Steady"* **Movement Plus Rhymes, Songs...**

Reflection: Why do children need steady beat independence?
What two things will you remember from this session?

**Children who respond consistently to steady beat seem to develop increased comprehension capability, clearer enunciation and speech flow, increased attending, as well as personal coordination and in-tune singing.

**Children are born with the capacity for independence in beat-keeping. Some children will proceed more quickly than others to develop the ability to independently keep steady beat. Children need to work with steady beat on a daily basis. Without sufficient stimulation, and an environment that supports the opportunity to develop independence, the ability may not be realized. Today we see fewer than 10% of kindergarten children with steady beat ability. This is due in part because parents, caregivers, and teachers are not aware of the importance of this ability and the effort needed to accomplish the task.

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Music Activities for Large-Group Time

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Singing and moving together during large group time brings learning, remembering, creating, and knowing. Music, in all its many forms, has concepts adults can easily use to support the child's musical foundation. Come and learn to extend children's musical abilities through the music key experiences.

SESSION 4

Opening: "It's Music Time" Tune: Row, Row, Row Your Boat

Come, it's music time
Time to sing and play
We'll sing a song or play along
We're glad you're here today!

"If You're Happy" **Curriculum Concepts:** happy, sad, (moods) Traditional
Music KE: Moving to music
Singing Songs
Movement KE: Moving in nonlocomotor and locomotor ways
Acting upon movement directions
Expressing Creativity
To engage the learner use variations such as "If you're happy.....show it with your arms!"
Use Children's names — "If you're happy.....show it Brian's way!"
Use musical concepts such as High/Low, Loud Soft (voice and body).

Children should be encouraged to invent instruments from everyday materials and to compare sounds. Gross and fine–motor coordination are enhanced through exploring and playing instruments. *FEE: MUSIC p. 71**

"Move That Sound" Curriculum Concept: Aural Discrimination
Music KE: Exploring and identifying sounds
Movement KE: Moving in nonlocomotor and locomotor ways, Moving with objects, Expressing creativity in movement, Describing movement
Listen and explore movements to the sound of various percussion instruments.
Share ways of moving to particular instruments.
Share why they chose to move in these ways.
Group work and group sharing
Extensions: Plan and perform sound/movement pieces.
Use non–traditional instruments (paper cups, plates, pencils etc.)
Add more instruments and play aural discrimination games.

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Children need opportunities to use movement to freely express their thoughts and feelings about the music they are listening to or are singing. FEE: MUSIC p. 63*

"Moving to Music" Concept: Intuitive response

Popcorn RM7, Southwind RM1

Music KE: Moving to Music
Movement KE: Moving in locomotor ways
Describing movement
Listen to the music. When ready, move any way the music makes you.
Observe ways children express what is felt and heard.
Describe how you moved, how someone else moved.

Steady beat refers to the consistent pulse that occurs throughout a rhyme, song, or recorded musical selection...A child's ability to respond consistently and accurately to a steady beat is a reflection of his or her ability to listen and focus, or attend.

FEE: MUSIC p. 83,84.*

"Jungle Beat" Curriculum Concepts: Steady beat, Sound Exploration
Music KE: Singing Songs, Feeling and Expressing Steady Beat, Exploring and identifying sounds.
Movement KE: Moving with objects, Expressing creativity, Feeling and Expressing steady beat.

Mov't plus Rhymes, Songs and Singing Games p.56.

Exploration of various steady beat sounds made with sticks. One child is leader as the song is sung. Describe sounds and movement. Match each other's beat (pairs, singly, group). Teacher uses **anchor word** or **anchor pitch** then sings song using beat established by leader
Extension: Pat beat on stuffed animal or doll.
Use child's name in song "Kevin monkey cool and neat..."
Use hands, or rhythm instruments to make sounds.

Before presenting movement and music active learning experiences to young children, teachers should determine whether a specific activity is developmentally appropirate for the age group...In large group setting, in particular, how easily children grasp various concepts often depends on how the teacher presents the activities. FEE: MOV'T p. 17**

Phyllis S. Weikart's **Teaching Model** can help in presenting these experiences effectively.

Teaching Model
Separate
Simplify
Facilitate

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Large group time is an appropriate time to use action songs — moving and singing together creates an atmosphere of community.

Thumbs Go Wiggle Waggle" **Curriculum Concepts:** Action Words, Aural Responding

Music KE: Moving to music, Singing Songs

Movement KE: Moving in nonlocomotor ways, Acting upon mov't directions. Follow teacher in wiggling both thumbs in front of body. Children explore other ways and positions to wiggle thumbs, other parts of body. Respond to song directions:

"Thumbs go wiggle waggle, wiggle waggle, wiggle waggle
Thumbs go wiggle waggle then they stop!"

Alter the song to fit suggestions from the children.

Children suggest other action words to replace wiggle waggle.

"Pizza Hut" Curriculum Concept: patterns **New Movement Plus Rhymes...**

Music KE: Moving to music, Singing Songs

Movement KE: Feeling and expressing steady beat, Moving in nonlocomotor ways, Acting on Movement directions

Copy static movements, discuss what they might represent. Children SAY & DO first 2 mov'ts — adult sings this part.

Add the next mov't and finish A section of song — learn B section same way.

Put song together ABA

Extension: Use other fast food places suggested by students.
Use other curriculum concepts in the song — adjust words to fit suggestions.

"Peace Like A River" Curriculum concept: recognizing patterns and sequences in melodies.

Music KE: Moving to Music, Developing melody

Movement KE: Moving in nonlocomotor ways, Expressing creativity in mov't., Describing movement, Acting upon movement directions. Teacher demonstrates sign language for the word "peace". Repeat with the sign for "river" and "soul". Adult sings song while students practice the signs.

Children make up other verses — ex. "I've got joy like my puppy...I've got love like my grandma..."

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Young children discover various ways to produce sounds and then remember that special feeling that goes with a specific tone. They can add sounds to enhance a story...Vocal exploration should include opportunities to imitate environmental sounds as well as musical sounds

FEE: MUSIC*

"Making Sounds" Curriculum Concept: Sound representation.
Music KE: Exploring and identifying sounds
Movement KE: Moving in locomotor ways, moving in nonlocomotor ways, Expressing creativity in movement.
Teacher shows various pictures — students create vocal sounds to represent what they see. They may want to use other sounds found around the room also. Children discuss their sounds and various students share their way while the other students copy.
Create movements to match the sounds.
Extension: Use a familiar book, poem or story and recreate scenes in sound and movement. Students can make up their own stories also.

***Foundations in Elementary Education: Music.** E. Carlton & P. Weikart
****Foundations in Elementary Education: Movement.** P. Weikart & E. Carlton

Reflection: What musical strengths can be developed by using active learning experiences like these in large group time daily?

What was a new discovery for you?

What was enjoyable for you?

What do you feel comfortable implementing at this point?

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Music Key Experiences For Beginners Of All Ages

Moving to Music

1. Responding to different types of music (concept: intuitive response)
2. Using nonlocomotor and locomotor movements with music (concept: purposeful movement)
3. Using coordination skills in performing action songs (concept: movt. sequences)
5. Moving to phrases...sections of a musical selection (concept: phrase)

Exploring and Identifying Sounds

1. Making sounds with voices and instruments (concept: aural discrimination)
2. Working with percussion instrument sounds (concept: aural discrimination)

Exploring the Singing Voice

2. Exploring the singing and speaking voice (concept: singing vs. speaking)
3. Exploring the broad range of the singing voice (concept: vocal range)

Feeling and Expressing Steady Beat

1. Moving to one's own steady beat
2. Matching someone else's steady beat
3. Matching the steady beat of recorded music, songs, rhymes
4. Performing single nonlocomotor movements to the steady beat
5. Performing single locomotor movements to the steady beat
6. Playing instruments in steady beat
7. Combining nonlocomotor and locomotor movement to the steady beat

Developing Melody (How children develop singing skills. Notice the developmental order.)

1. Identifying higher and lower pitches (concept: higher and lower pitches)
2. Identifying the direction of the melody (concept: melodic direction)
3. Matching intervals and repeated pitches (concept: pitch intervals)
4. Imitating 3– and 4–note melody patterns (concept: patterns)
5. Distinguishing *same* and *different* in short melody patterns (concepts: same, diff)
6. Responding to the shape of the melody (concept: melodic shape)
9. Singing and shaping phrases and songs (concept: melodic shape)

Singing Songs

1. Singing simple songs alone and with others (concept: melodic accuracy)
   Note: Anchor pitch strategy used.

Playing Simple Musical Instruments

Excerpted from 21 music key experiences: Foundations in Elementary Education: Music, Elizabeth B. Carlton & Phyllis S. Weikart. High/Scope Press: Ypsilanti, MI 1994 Copyright 1997 Elizabeth B. Carlton & Phyllis S. Weikar

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Guide Me to the Rhythmically Moving Guides: Activities and Concepts For the Classroom

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Come and participate in activities for some of your favorite *Rhythmically Moving 1-4* selections! The four "Guides to the *Rhythmically Moving* 1, 2, 3, 4" can help you maximize your use of each of the 58 musical selections. Increase your basic understanding of the particular selection's "vital statistics" and work with activities you can do to each selection.

SESSION 5

Session notes will be provided for those attending.

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Singing in The Classroom: How Many Ways?

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Young children learn to sing just as they learn to speak and move—through imitation, exploration, repetition, and initiation. Adults can provide these opportunities for children even though they haven't had formal training. In this session experience the many ways to support singing in the classroom.

SESSION 6

The child's body and voice = their primary learning center.

Opening: **Hot Cross Buns**

We're all here (2X). There are many ways to sing! We're all here!
Singing is fun (2X). Keep a song in your heart! Singing is fun!
Sing and move (2X). Songs make our movement fun! Sing and move!

How do children develop singing skills?

Music Key Experience: EXPLORING & IDENTIFYING SOUNDS
Children explore many sounds, including pitched sounds, as they work in various areas in the preschool and early elementary classroom.

"Where Do We Hear These Pitched Sounds?" Concept: Aural discrimination

- Small groups: Choose a category, and represent/identify pitched sounds young children might make during work time in one of the areas, outdoor time, etc. Move & make those sounds
- Share with the large group; have them identify and describe the sound

** Young children represent from the "concrete" sound, making important associations for later use. They need to differentiate pitched sounds from other sounds they can replicate.

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Music Key Experience: EXPLORING THE SINGING VOICE
Children "play" with singing vs. talking, and expand horizons from here.

"Speak, Then Sing" **Concept:** talking vs. singing
- Choose a nursery rhyme, synchronize the macrobeat, and speak the rhyme.
- Sing the rhyme using random pitches.

What is different about singing? What is the same as talking?

Extension: After speaking the rhyme, sing, using the "yoo-hoo" concept. Young children can shape the "yoo-hoo" song with their angel wings.

Children become aware of highs and lows with pitch

"High - Low Exploration With Yarn" **Concept:** High, low
- Yarn sticky boards and used so that children plan yarn pathways.
- They then sing the pathway as their finger follows on the yarn. They use downward - upward direction for pitched high - low sounds.

Music Key Experience: DEVELOPING MELODY
Children sing "yoo-hoo" songs they know, and create new ones.

"Sing Yoo-Hoo Songs" Use the child's singing range.
- *One, Two, Tie My Shoe* *Star Light, Star Bright* *Engine, Engine Number 9*
- Create "yoo-hoo" songs to nursery rhymes and other short poems:

Hickory Dickory Dock *Jack Be Nimble* *Two Little Sausages*

** Children sing while they work in a center, creating these "yoo-hoo" songs.
- Adults in small groups: Create a 2-pitch song you might sing for directions or transitions in the classroom

** Other 2-pitch songs may be created in addition to "yoo-hoo" pitches, however these simple songs comprise the first interval most naturally sung in tune.

"Hot Cross Buns Used Throughout the Daily Routine"
- Sing and Shape on a neutral syllable (Bah). Notice melody pattern.
- Example: "Walking feet, Walking feet. I can use my walking feet. Walking feet."
- Groups of 4: Create a new verse to use during the daily routine, and share.

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Children can sing songs with predominantly 3 pitches during Greeting Time, and create new ones.

" Greeting Song" **Elizabeth B. Carlton**

"Today is_____ all day long, and sunny is the weather" **Rig-A-Jig Jig**

Today is Thursday all day long, all day long, all day long,
Today is Thursday all day long, and sunny is the weather. (and we're so glad you're here.)

Music Key Experience: SINGING SONGS
Children sing songs with pitches that last.

"Group Sings in the Child's Range"

Work with Anchor Pitch in child's range before the following songs are sung.

Twinkle, Twinkle Little Star

Where is Thumbkin? New words:

This Old Man

Beat is steady, (repeat)
Feel the beat, (repeat)
Keep the beat so steady, (repeat)
Feel the beat. (repeat)

Start Your Day With a Hug **Movement Plus Rhymes...**

Goodbye Friends (Goodnight, Ladies)

Goodbye friends (3X), we're glad you came today.

Children construct their "song bank" and learn new songs as confidence and joy feed their need to sing. ... and songs children sing in preschool, they never forget.

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Reflection: How do children develop singing skills?
How can adults encourage children to develop their natural musical instrument?

Guidelines for Beginning Singers

- Sing simple songs and begin with Anchor Pitch
- Sing nursery rhymes, using the first 2 or 3 pitches children develop in the normal singing progression.
- Sing songs with melodic patterns that repeat.
- Sing songs in which pitches last longer.
- Encourage children to create new verses to familiar songs.
- Encourage children to keep steady beat while singing

PRESCHOOL MUSIC KEY EXPERIENCES

Moving to music
Exploring and identifying sounds
Exploring the singing voice
Developing melody
Feeling and expressing steady beat
Singing songs
Playing simple instruments

Excerpted from: Foundations in Elementary Education: MUSIC

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A Personal Development Lab for You— Steady Beat and Singing

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Steady beat and singing are fundamental abilities that adults should possess when working with young children or when training adults. With the addition of the movement and music key experiences into the High/Scope curriculum, you will find this personal development lab in steady beat and singing most helpful in strengthening your personal skills. This lab is designed for all levels of ability. At the conclusion of this lab, we hope you will:

SESSION 7

- Understand and be able to apply your own skills with steady beat to rhymes, songs, and recordings;
- Support children's development and independence with steady beat;
- Develop or improve your own singing voice through the use of simple songs and "Sing & Shape;"
- Initiate in-tune singing in the child's vocal range.

A special welcome to those who feel they are uncertain in either of these two areas. People who have attended in the past have expressed gratitude for their new "aha's", and have recommended this lab to others. We'd love to share our strategies with you. Do join us!

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